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ABSTRACT

This handbook is designed to illustrate how educational and community personnel in six school districts used a specific planning model to initiate comprehensive career guidance program planning and implementation. It contains a discussion of the Programmatic Approach to Guidance Excellence (PAGE 2) planning model and materials (an instructional resource package), which involved a team approach and was used in the project, Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Followthrough. These project activities are described: (1) selection of one facilitator from each of ten states for training with PAGE 2 materials and in OPT procedures, strategies, and evaluation techniques to be used in conducting local district workshops: (2) selection of workshop sites: (3) evaluation using the case study method: and (4) further observation and followup of six sites with varying program characteristics and situated in diverse geographic areas to demonstrate program effectiveness. The case studies of the six sites chosen for closer consideration are presented using one format: site description (community and school), program initiation, planning session, and program continuance. Appendixes include PAGE 2 Brief Facts, Workshop Facilitation Procedures and Time Log, and Counselor Interview Form. (YLB)

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Optimizing Planning Techniques for Career Guidance: 6 case studies

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introduction

Introduction

What is OPT for Career Guidance?

Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through has been a cooperative effort conducted by the Department of Vocational and Technical Education, University of Illinois and the National Center for Research in Vocational Education, The Ohio State University. Funded in October 1977 by the United States Office of Education (USOE), Bureau of Occupational and Adult Education, the major goal of the project was:

> To help educational agencies operate comprehensive career guidance and counseling programs at maximum efficiency through systematic planning.

To achieve this goal several specific objectives were outlined:

1. To develop a catalog of planning models which would serve as a reference tool and selection guide for improving career guidance programs through the use of better planning techniques and resources. (This document is entitled: Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives, publication date May 1979.)

2. To prepare educational and community personnel in ten states in the use of guidance and counseling planning tools by using the Programmatic Approach to Guidance Excellence (PAGE 2) planning model.

3. To demonstrate, through a case-study approach, how the Programmatic Approach to Guidance Excellence (PAGE 2) planning model can be adapted to meet the needs of a variety of school systems.

This handbook, OPT for Career Guidance: Six Case Studies, is designed to illustrate how educational and community personnel in six school districts used a specific planning model (PAGE 2) to initiate comprehensive career guidance program planning and implementation. It contains the strategies, obstacles, and accomplishments of six sites with different program characteristics and situated in diverse geographic areas.

Planning a career guidance program involves planning for change. Planning for change and the implementation of those plans requires time and tremendous energy on the part of the people involved. The creativity, successes, failures, modifications, and learning that results from the activity are significant experiences for every person involved.

It is important to share experiences with innovations and change strategies with others who might benefit from such knowledge. Although persons attempting innovations

often encounter problems similar to others before them, they too frequently attempt program innovation and implementation by setting sail on a voyage in uncharted seas. Thus, there is a need for research in real-life settings that identify factors which facilitate implementation and fulfill the genuine need to share information.

Planning requires valuable time. When time can be saved by reviewing and profiting from the experiences of others, then more time can be devoted to local unique needs and concerns. For this purpose, OPT for Career Guidance: Six Case Studies was developed.

PAGE 2 Planning Model

The Programmatic Approach to Guidance Excellence (PAGE 2) materials were developed to guide the systematic planning of comprehensive kindergarten through adult career guidance programs. With funds provided by the United States Office of Education (USOE), Bureau of Occupational and Adult Education, PAGE 2 project personnel designed and tested an approach that would help local, regional, and state planning committees define and plan a comprehensive career guidance and counseling program. (See Appendix A, PAGE 2 Brief Facts.)

A planning model is an orderly set of procedures with specific steps for accomplishing tasks necessary for systematic planning. Seven tasks are involved in the actual planning of a career guidance program:

1. Defining, stating and/or ranking *goals* or objectives for the career guidance program.

2. Identifying *needs* as perceived by students, school staff, community/parents, and/or graduates.

3. Identifying *resources* of the school and community available/usable for the career guidance program.

4. Developing *objectives* for the career guidance program, usually by analyzing the goals in relation to the needs and resources.

5. Selecting appropriate *methods* or strategies for meeting these objectives.

6. Explaining/discussing *implementation* of these methods.

7. Procedures of *evaluation*, both ongoing (formative) and concluding (summative).

The PAGE 2 materials emphasize a team approach for planning. A mix of administrators, teachers, counselors, support personnel, parents, and community persons are taken through a team process that begins in Module I (Planning a Career Guidance Program) with an activity designed to illustrate the need for explicit communication between program planners and program implementers.

The activities that follow bring into focus the scope of a comprehensive guidance, counseling, placement and follow-through program. Participants arrive at a group consensus as to what the career guidance program goals of their district or agency "ought to be" by rating and discussing the following *eighteen goals for comprehensive career guidance programs:*

1. Understand relationship of curriculum to career planning
2. Understand how economic conditions affect career plans
3. Appreciate community role in career development

4. Understand significance of social systems within work settings
5. Acquire a sense of independence
6. Develop decision-making skills
7. Develop skills to cope with a changing work world
8. Develop awareness of preferred lifestyles
9. Acquire effective interpersonal skills
10. Understand and appreciate the discipline of work
11. Develop career planning skills
12. Implement educational and job placement goals
13. Appreciate parental role in career development
14. Develop a positive self concept
15. Locate and use sources of occupational information
16. Develop positive attitudes toward work
17. Develop values clarification skills
18. Value human dignity

The steps to obtain group consensus begin with individuals rating each of the eighteen career guidance goals on a 0 - 5 (low to high) point scale. Groups of four to seven individuals are then formed. Each group arrives at a group total point value for each goal. The group consensus point values for each goal are then totaled and the totals ranked in priority order with the highest total being goal one and so forth.

Activities systematically move participants from basic concepts to more sophisticated levels of planning. After describing what they want to accomplish (goal setting), participants identify those parts of a career guidance program that are already in operation. Judgments are made about the effectiveness of these program components and the discrepancies between "what ought to be" and "what is" are identified.

The assessment information is used to establish priorities for program implementation, to select three of the goals that have been identified as high priority needs, and to write a rationale requesting administrative support for efforts in these areas.

Next, participants identify the steps needed to implement the three selected goals, assign responsibility to individuals for each step, estimate the costs, and describe the outcomes they expect to result from each effort. Then initial planning for the evaluation of a career guidance program is conducted.

Module II provides an opportunity for discussion of implementation approaches for a curriculum-based career guidance program. Activities include the application of a separate class, infusion, career center, and various combinations of these approaches to a school setting.

Module III concentrates on planning and implementing a job placement program. Following the planning procedures established in the first module, the participants are provided information and activities for understanding the scope of job placement programs, organizational patterns, and trends occurring in job placement.

The instructional modules lend themselves to modification which meet the needs of a variety of groups. Designed for maximum flexibility, the materials are appropriate for both preservice and inservice instruction in teacher education, administration, vocational education, and counselor education programs.

The instructional resource package consists of the items listed on page 6.

Quantity	Item and Description
1	*Facilitator's Handbook* (10 3/4" x 11 1/3" 3-ring heavy-duty binder) contains: • *Introduction.* Provides an overview and contents inventory of PAGE 2, explanations of lesson format, coding of materials, recommended time schedule, pre-workshop strategies, news releases, and workshop registration forms. (31 pages) • *Evaluation.* Contains evaluation techniques to assess overall instructional effectiveness and attainment of lesson goals in PAGE 2. (16 pages) • *Module 1: Planning a Career Guidance Program.* Provides information and activities for understanding trends in career guidance, importance of planning, goals of a comprehensive career guidance system, relationship of goals and needs, needs assessment, designing a career guidance program, and evaluation of career guidance programs. (79 pages) • *Module 2: Implementation Approaches for a Curriculum-Based Career Guidance Program.* Provides information and activities for understanding basic approaches of implementation and their application to a school setting. (22 pages) • *Module 3: Establishing Objectives for a Comprehensive Job Placement Program.* Provides information and activities for understanding comprehensive job placement programs, objectives, scope of service, organizational patterns, and trends. Helps participants determine a plan of action to establish priorities and implement a job placement program. (38 pages) • *Masters.* Contains a camera-ready master copy of each evaluation instrument, each handout, and each transparency included in Modules 1-3. (61 pages)
1	*Technical Report.* Cites procedures and results of PAGE 2 field testing.
28	*Planning Boards.*
28	*Sets of Markers* (45) for planning boards.
28	*Sets of Career Guidance Goal Statements* (18).
28	*Sets of Career Guidance Goal Card Sort Decks.*
2	*Sets of Missing Square Puzzle Materials.*
7	*Sets of Job Placement Program Objectives* (18).

To fulfill the purposes of the OPT project all sites were requested to use Module I. Each site then exercised the option of using other parts of the materials as planning session time permitted.

Premises of Project

The design of the OPT project relative to the evaluation and testing of an existing model for planning career guidance programs, was based on three premises. The first premise was that persons who are charged with the responsibility for planning and delivering comprehensive career guidance programs would benefit from instruction in planning and appropriate planning techniques.

A second premise was that the quality of planning for career guidance programs is optimized when it is accomplished cooperatively by educational personnel and community representatives. Opportunities to actively engage in cooperative planning for career guidance must be made available in the local district.

The third premise was that evaluation data resulting from the implementation of systematic planning efforts should be available to educational personnel concerned with comprehensive programs of career guidance. This data would provide actual examples of how a planning model can be adapted to meet local needs.

Facilitator Selection

As stated previously, the scope of the project was limited to involvement in ten states. State directors of vocational education or other identified career guidance contact persons in all states and trust territories were asked to recommend individuals as workshop facilitators. They were encouraged to nominate persons working at different levels of education (state department, local education agency, university, and area educational agencies) in the program area of career guidance and who possessed effective facilitative skills. Administrative personnel from twenty-four states responded with the names of one or more individuals they wished to have considered for project involvement.

The identification process for facilitators included criteria pertaining to both the state and the individual. An effort was made to obtain a geographic distribution of states for participation whose state priorities and programs were compatible with the purposes and objectives of the OPT project.

One facilitator from each of ten states was selected for project participation. These individuals represented state departments of education, university counselor education departments, and local education agencies. Facilitators selected indicated a high degree of interest in providing inservice activities for educational and community personnel which would enable them to use methods and strategies for planning career guidance programs. Each person also provided evidence of: (1) positive leadership experiences in their state with inservice workshops and innovative programs, and (2) established working relationships with local districts.

A two-day training session for the facilitators was conducted by project staff during early April 1978. The two major objectives of the session for each facilitator were: (1) to become thoroughly familiar with the PAGE 2 materials, and (2) to understand OPT project procedures, strategies, and evaluation techniques to be used in conducting local district workshops using the PAGE 2 materials.

Site Selection

Using guidelines suggested by the project staff, local district site selection was the responsibility of the facilitators. Each person was requested to consider the following factors as they selected sites for PAGE 2 planning sessions: (1) history of

successful program innovations, (2) presence of capable leadership, (3) stratified community/school alliances, (4) cooperative faculty, (5) commitment to a comprehensive program of career guidance, (6) availability of facilities, (7) absence of competing programs, and (8) stability of district and building leadership.

In some cases, local education agency personnel contacted the OPT project facilitator and requested involvement for their staff. Other districts or schools chose to participate after administrative personnel were contacted by the facilitator and the program discussed. Site identification procedures varied from state to state and from facilitator to facilitator.

Major problems encountered during the site selection process stemmed from: (1) pending state legislation, (2) legislative mandated content for inservice sessions, (3) local district administrative personnel problems, and (4) over-crowded school calendars. In most cases, facilitators were able to successfully resolve site identification and scheduling problems. However, some facilitators faced a continuing struggle to finalize planning session arrangements in their state.

In an attempt to reach a variety of districts and educational personnel through the scheduled workshops, site information was gathered relative to community type (rural, rurban, suburban, metropolitan), community income level, number of students in the district, and grade level responsibility of planning session participants. These data reflected a sample that varied in terms of geographic mix, socio-economic status, and educational representation.

Methodology

The case study method was selected at the outset as the evaluation approach for the project. This approach is a growing methodology in evaluation and becoming a prominent tool. But, perhaps it is wondered, "Why this strategy for the OPT project?" The total project effort was designed as one which would provide assistance for program planning rather than an experimental endeavor with treatment and control groups. One of the objectives was to evaluate in a descriptive manner an existing planning model for career guidance and its adaptability to diverse school and program settings. Although all facilitators received the same instructions and were using the same materials, each facilitator and site involved brought a degree of individuality to the inservice session(s). Therefore, it was determined that the most effective means for describing how the staffs of different schools completed the planning process and entered into the implementation phase of their plans was through the development of case studies.

The information presented in this document was obtained from a variety of sources. Each facilitator was provided a handbook at the training session which included essential forms for collecting (1) demographic data, (2) workshop participant information, and (3) evaluation data for each instructional lesson. Also included was descriptive material suggesting procedures, strategies, and evaluation techniques for successful PAGE 2 planning sessions. All data collected prior to and during each workshop were sent to project headquarters in accordance with the "Workshop Facilitation Procedures and Time Log" instructions (See Appendix B).

Visits by project staff to the sites selected for case study documentation occurred during a two-month period of time. Individuals who participated in the planning sessions, local contact persons, and facilitators at each site were interviewed. Interview forms were developed for each group. (See Appendix C, Counselor Interview Form.) The following numbers of individuals were interviewed across the six sites for a total of eighty interview sessions.

- 15 counselors
- 34 teachers
- 12 administrators
- 6 community persons
- 2 parents
- 2 students
- 3 support personnel
- 6 facilitators

The persons interviewed represented kindergarten through grade twelve educational programs. Two days were spent at each site conducting interviews and obtaining information for each site chapter. The case studies were written by project staff and reviewed by site personnel. Input from the reviews was incorporated into the final copy. Each site chapter contains the following sections:

- Site description (demographics pertaining to community and school)
- Program initiation
- Planning session
- Program continuance

The facilitator training session, local district workshops, and follow-up site visits took place during the period of April 1978 through February 1979. The results of planning workshops and initial implementation efforts during this limited time span are presented in the remainder of this publication.

Program Effectiveness

To demonstrate the adaptability of the Programmatic Approach to Guidance Excellence (PAGE 2) planning model to a variety of school systems, six sites with varying program characteristics were chosen by the OPT staff for further observation and follow-up. Data were obtained from each site in order to provide illustrations of workshop effectiveness and program continuance. Table 1 presents a brief description of each site, the name of which has been replaced with one of a fictitious nature for publication purposes.

TABLE 1

Site Data Pertaining to Community and School

Site Name	Comm. Type/ Population	Income Level	Student Enrollment	No. of Elem. Schools	No. of Junior Highs	No. of High Schools	Per Pupil Expend-iture	No. of Students on Free Lunches
Briarwood	Rural/1,846	Low	200	NA	NA	NA	NA	NA
Crystal Grove	Suburban/ 3,458	Upper Middle	3,232	3	1	1	$1,900	94
Echo River	Urban/ 46,883	Lower Middle	12,132	16	4	2	$ 978	920
Lindy Hills	Rural/830	Lower Middle	570	1 (K-8)	0	1	$1,277	86
Monroeville	Rural/4,500	Lower Middle	1,627	2	1	1	$1,172	170
Summit Heights	Metropoli-tan/145,000	Middle	20,476	29	6	3	$1,507	2,100

NA = Not Applicable

One factor considered in selecting sites for initial planning sessions was the school district's commitment to on-going career guidance activities. The type of activity and the degree of staff involvement varied greatly from site to site. Table 2 depicts the career guidance activities occurring at the sites selected for case study documentation prior to the PAGE 2 workshop.

TABLE 2

Career Guidance Activities at Sites Prior to PAGE 2 Workshop

Site	Career Guidance Activities
Briarwood	Counselor ascertains special needs of students Job placement
Crystal Grove	Vocational education programs, member of area vocational district Instructional responsibilities for career guidance rests with individual teacher Career day on junior high level Community resources directory compiled State funded staff development proposal — matching funds Counselors working on career guidance/education plan
Echo River	1973 district-wide assessment State funded grant to develop junior high career education program Federally funded experience-based career education program Junior high career education program expansion District support for program Coordinator of career and vocational education Funded for development of five-year career education plan
Lindy Hills	One and five-year follow-up studies on high school graduates Grant to develop curriculum-related career guidance manual Nine-week career guidance course for eighth grade students
Monroeville	State funding to develop career education program Career education coordinator
Summit Heights	Career education department Extensive vocational education facilities Coordinator of career education Career centers in each high school Career counselors assigned (half time) at each high school career center Grant to develop junior high infusion materials Career education materials available in district Workshops held to develop K-6 "idea books" World of work day in third and fifth grades

A team approach to career guidance is based on the assumption that a group of persons with experiential knowledge of the work world and knowledge of career education approaches can develop a career guidance program in which students perceive a relationship among themselves, school, and a range of work and other life-role activities. Therefore, facilitators were requested to recruit a mix of workshop participants which included administrators, teachers, counselors, support personnel, parents, and community persons.

For some sites this was a problem area with which to deal. It seems that the involvement of parents and community persons in cooperative endeavors with school personnel is more difficult to achieve than would appear at first consideration. Major factors which contributed to limited community and parent participation in the PAGE 2

TABLE 3

Number and Representative Group of Participants Involved in Planning Sessions by Site

Site	K-6 Teachers	7-9 Teachers	10-12 Teachers	Counselors	Adminis-trators	Community	Parents	Students	Post Secondary	Support	Total
Briarwood			11	1	2	3		2			19
Crystal Grove	10 (K-5)	7 (6-8)	7 (9-12)	1	1	1	1				28
Echo River	2	1	4	5	1						13
Lindy Hills	4		2	4	2	3	2		1	2	20
Monroeville		3	3	2	5					1	14
Summit Heights	5	1		3	1						10
Total	21	12	27	16	12	7	3	2	1	3	104

planning sessions appeared to be scheduling problems and a lack of skill and enthusiasm in identifying school and community linkages. Sites where there was personal contact by school personnel with individuals in the community were more successful than others in obtaining the desired participant mix. Table 3 presents the workshop participants at each site.

As stated earlier, facilitators were requested to use Module I, Planning a Career Guidance Program, at each workshop. Five of the six sites selected for follow-up also elected to use Module II, Implementation Approaches for a Curriculum-Based Career Guidance Program. This selection is perhaps reflective of increasing support for the concept of guidance as a program rather than as activities. Emphasis is placed on the need for more effective linkages among counseling, education, placement, job adjustment, and follow-up.

The role and effectiveness of the facilitator made a difference in the outcomes of the workshop. This individual aided the participants by helping them identify problem areas and formulate planning strategies. The facilitator was also critical in helping each individual develop knowledge and abilities to serve their own purposes as well as those of the school and/or local district. Facilitators were placed in the position of the change agent, the catalyst, the solution enabler, the process helper, and the linking agent.

PAGE 2 pre-workshop strategy information lists some of the advantages and disadvantages of a facilitator being an "insider" or "outsider" trying to implement change in an educational setting. Some were considered "insiders" and others were "outsiders." In most instances the facilitator was, by definition, an "outsider." In such cases, effective implementation efforts were aided by a key individual within the district continuing to work to operationalize the plans formulated during the workshop. This individual's time, energy, interest, and enthusiasm were important success factors.

Several facilitators were able to make arrangements with cooperating institutions to offer graduate credit for participation in the planning session. One district secured released time for its people. Other districts provided no additional incentive for participation other than administrator recommendation or request.

The flexibility of the PAGE 2 planning model was demonstrated by the variety of workshop scheduling patterns. Facilitators, however, in conducting the activities seemed to adhere closely to the time frames suggested in the PAGE 2 Career Guidance Facilitator's Handbook. Table 4 contains information relating to the organization of each workshop.

TABLE 4

Factors Pertaining to Sites' Workshop Organization

Site	Grade Levels Represented	Modules Offered	Facilitator	University Course Credit Offered	Workshop Schedule
Briarwood	9-adult	I	State Office Personnel	No	One (9 hr.) Session
Crystal Grove	K-12	I & II	District Counselor	Yes	Three (4 hr.) Sessions
Echo River	K-12	I & II	University Personnel	Yes	Four (3 hr.) Sessions
Lindy Hills	K-12	I & II	University Personnel	Yes	Two (6 hr.) Sessions
Monroeville	K-12	I & II	State Office Personnel	No	Two (6 hr.) Sessions
Summit Heights	K-12	I & II	University Personnel	Yes	Four (3 hr.) Sessions

One of the first steps in planning consists of defining, stating, and/or ranking program goals. Program goals are general statements of program purposes which concentrate on the outcomes to be achieved. It is from such goals that objectives, processes, resource needs, and evaluative strategies result.

The eighteen career guidance goals in PAGE 2 provide a basis to begin the formulation of appropriate planning efforts for a comprehensive career guidance program. Following the procedures identified in the materials, participants at each site systematically assessed the importance of each goal to their local situation. Subsequent planning activities and implementation efforts were then based on the goals determined to be high need areas for program improvement or development. The top priority goals selected by each site appear in Table 5.

The planning sessions always provided an opportunity for participants to evaluate the effectiveness of the PAGE 2 materials and the applicability of the planning activities for meeting their needs as an individual as well as the needs of the local district. Evaluation data was obtained relative to (1) organization, (2) appropriateness of activities, (3) material, (4) scope, (5) anticipated benefit, and (6) overall effectiveness. These aspects were rated on a seven-point continuum with a rating of one being lowest and seven highest. Composite scores for the sites appear in Table 6.

TABLE 5

Priority Goals for Career Guidance Identified by Sites

Site	Goal Statements		
	Priority 1	Priority 2	Priority 3
Briarwood	Interpersonal skills	Self concept	Appreciate discipline of work
Crystal Grove	Self concept	Decision making	Positive attitudes
Echo River	Self concept	Decision making	Sense of independence Interpersonal skills
Lindy Hills	Self concept	Interpersonal skills	Decision making
Monroeville	Decision making	Self concept	Values clarification skills
Summit Heights	Self concept	Interpersonal skills	Decision making Cope with changing world of work

TABLE 6

Composite Evaluation Scores From Planning Sessions

Statement from PAGE 2 Evaluation Form	Descriptive Term for Seven-Point Rating	Average Rating	Descriptive Term for One-Point Rating
1. The objectives of the workshop were:	Clearly evident	5.5	Vague
2. The organization of the workshop was:	Excellent	6.3	Poor
3. Workshop materials and activities were:	Interesting	5.8	Dull
4. The scope of the coverage was:	Adequate	5.6	Inadequate
5. My attendance at the workshop should prove:	Beneficial	5.6	Not beneficial
6. Overall, I thought this workshop was:	Excellent	5.8	Poor

In addition, open-ended response questions enabled each individual to express their opinions relative to positive and negative aspects of the planning session. These comments and general statements included those appearing on the following page.

Positive Comments	Negative Comments	General Statements
•Excellent process by which to determine priorities	•Evaluation section difficult to understand	•Broad base of support generated at all grade levels
•Materials well organized and competently presented	•Overall workshop expectations not always clear	•Stimulating and activity related workshop
•Interesting, challenging activities	•More time needed to exchange ideas	•State-wide applicability of materials for inservice
•Small group interaction stimulated ideas and discussion	•Unfamiliar terminology in lecture sessions	•Opportunity to communicate ideas for various grade levels
•Direct application to school situation	•Difficulty in comprehending material in time allotted	•Participants were active learners
•Challenging, critical thinking process		•Concepts reinforced with activities

Review of the data received from the workshops and from the follow-up interviews at selected sites provided the project staff with several conclusions that have implications for planning models in general and about the PAGE 2 model in particular.

1. Planning "planning sessions" requires that the person or persons responsible for the activities devote time and attention to organizing the many details needed for a successful workshop.

2. The degree of administrative support for program planning makes a distinct difference in the interest and outcomes of the planning session. Administrative support is essential for program change and this means that planners need to convince key administrators of the value of the proposed planning effort.

3. A competent, organized facilitator is required for an effective planning session. It is the skillful facilitator that can move a group from the birth of an idea to the development of a program plan of action. The knowledgeable facilitator can help the group by being aware of national trends and their implications for the local career guidance planning effort.

4. The time of the year that the planning workshop is held appears to make little difference in measuring the success of a workshop at a particular site. Some were held in the spring, a few in the summer, others in the fall, and a number of them were held during the winter. Certainly school schedules, community activities, and the like must be considered; but, it is procrastination that is the enemy in setting the date for the planning session.

5. The purpose of the workshop and the need for it must be made clear to the participants. The team approach to planning requires contributions from all of the participants.

6. The reluctance of some school personnel to participate in another time consuming activity can sometimes be overcome by having arrangements made for released time, local professional growth credits, opportunity to earn university credit, and the like. These kinds of incentives

apparently encouraged teachers' willingness to take part in a workshop taking more time than a typical afternoon inservice session.

7. The alleged "gap" between the school and the community can be narrowed when community members, parents, and school personnel work together in planning a school program. The community persons and parents bring new perspectives to a planning session and, in turn, they gain a better understanding of the school's concerns and objectives.

8. Workshop participants become involved and interested in the planning process when there is a set of varied activities used like building blocks to lead the individuals through a systematic approach to planning.

9. The team approach to planning provides administrators, teachers, counselors, school support personnel, parents, and community persons an opportunity to share ideas and expertise. This interaction helps the individuals involved to understand each other's role and function in program planning and implementation.

10. Recognizing that "all is not done" at the end of a planning workshop is important for the implementation and continuance of a program. A key "insider" who can work with administrators is needed to take the skeletal framework of a plan and develop it into an operational, functional program.

11. The planning efforts for comprehensive career guidance programs have been limited because change in the educational system has come about more slowly than other changes in our complex society, especially in recent decades. It appears that the resistance to change can be countered by well planned strategies and techniques. Change is most apt to occur when thoughtful future-oriented educators recognize the need for planning for change and when they seek ways to facilitate it in their local districts.

12. Follow-through and evaluation are an integral aspect of a well-designed comprehensive career guidance program. Dedicated educators who view career guidance as a program rather than a series of activities seem to be the most successful in bringing about changes to implement new plans.

Apparently the PAGE 2 planning model:

- helps workshop participants understand and see "the big picture" of a total program.
- provides the facilitator with a prescription for organizing a successful workshop.
- assists a local district in determining what is "being done" and what "ought to be done."
- adapts to most any school setting because of its versatility.
- promotes community person and parent involvement.
- maintains involvement and enthusiasm throughout the planning sequence.
- insures a program design at the close of the workshop.

briarwood

19

Site Description

Community

Briarwood, population 1,846, is located in a remote section of a southern state. The county in which Briarwood is located has no major industry nor even a metropolitan city. The county population totals 40,000. A pine and hardwood forest and a game management area comprise one-third of the county. Only the southern two-thirds of the county is inhabited.

Briarwood was chosen as a case study site because of its location and socio-economic status. The community is a contrast of very poor and very expensive homes with only a few middle income dwellings. The expensive homes are owned by land owners that have made money by farming or selling their land.

The residents of Briarwood are proud of their heritage and their community. Even though living conditions are generally poor, people seem to take pride in what they have. There is a family-oriented culture and the youth leaving Briarwood oftentimes return to live in the home town. It is not uncommon to see homes lived in by generations of families or to see clusters of homes all owned by members of the same family.

Median family income in Briarwood is $4,435 (1970 census) with some individuals earning up to $35,000. Fifteen thousand of the 40,000 inhabitants in the county receive some kind of aid. The unemployment rate is around ten percent. Twenty-two percent of the population is of African descent with the remaining seventy-eight percent being another United States minority group.

There are few high paying jobs in Briarwood. Two thousand workers commute daily or weekly outside the county. Briarwood is located near a coast and many find employment working on off shore oil rigs. A valve plant, a pajama factory, a potato canning plant, and two garment factories comprise Briarwood's industry.

Briarwood's primary resources consist of soybeans, sugar beets, pecans, sweet potatoes, and cotton. Cattle, fertilizer, canned goods and lumber also add to the area's economy.

Hunting and fishing are the popular recreational activities in the county. One in ten residents owns a hunting camp.

The people of the county encourage the youth to acquire a saleable skill at either the career development center which is maintained by the county for students attending comprehensive high schools, or one of the fifty vocational-technical institutes in the state. A major concern is to keep the youth of the community off the welfare roles.

School

The state in which Briarwood is located has fifty institutions of higher education and fifty vocational-technical schools. Under the supervision of the Board of Elementary and Secondary Education, the vocational-technical schools serve the grade nine through adult population.

Within the county are eleven public schools, one parochial high school, and two institutions of higher learning. A career development center established under an Elementary and Secondary Education Act (ESEA) Title IV-C project also serves high school students from the entire county.

In Briarwood there is a combined elementary-high school with a total kindergarten through grade twelve enrollment of 800 students. Also located in Briarwood is one of the state supported vocational-technical schools which serves 200 grade nine through adult area students. It is this school that the case study focuses upon.

State financing for the vocational and technical schools has increased. A tuition-free system is maintained and the only costs for students attending the vocational-technical school are for books and supplies.

The philosophy of the Briarwood Vocational-Technical Institute is to accommodate the citizens of the surrounding area with facilities and instructional personnel which provides them training in the basic saleable skills of technology, mechanics, construction, nursing, and office occupations. During the training process, the ultimate goal is to translate technological concepts into physical reality within a time frame commensurate with the individuals' own ability to progress satisfactorily.

Four main groups of students are elgible to attend Briarwood's vocational-technical school. These include:

Students age sixteen or older who wish to become proficient in any occupational skill offered leading to employment in the skill

Persons already employed who wish to retrain or upgrade their present occupational skills through related or advanced training or study

Individuals who require basic skills instruction while engaged in related work to become more productive in their jobs

High school seniors who are selected for enrollment by their principal, career development center director, and the vocational-technical institute director.

The average student spends approximately one and one-half years at the institute prior to program completion. Full-time students spend six hours a day at the center. Those who attend part-time either attend their home high school for a portion of the day, or work part-time. Student enrollment closely parallels the seventy-eight percent and twenty-two percent white/black ratio of the town. Table 1 provides a summary of student enrollment in each curriculum offering as of June 1978.

The Briarwood Institute is staffed by a director, assistant director, one counselor, and eleven instructors. The faculty strives to impart the essential expertise necessary to ensure that each student is prepared for the world of work by becoming proficient in a skill area. Every effort is made to assist graduates in finding suitable employment.

A student wishing to enroll in the institute is tested after submitting an application. Meeting with each student the counselor ascertains the special needs of the student, if any, prior to or concurrent with enrolling in his/her chosen field. If

TABLE 1

Briarwood Vocational-Technical Institute
Program Offerings and Enrollments

Curriculum	Enrollment		
	Male	Female	Total
Office Occupations	2	59	61
Health Occupations	1	44	45
Welding	15	0	15
Diesel Mechanics	9	0	9
Auto Mechanics	12	1	13
Air Conditioning and Refrigeration Mechanics	10	0	10
Masonry	7	3	10
Carpentry	13	0	13
TOTALS	69	107	176

special needs instruction is necessary, the student is scheduled for further diagnostic testing. The results of these tests determine the nature and amount of special needs training necessary for each student. After this determination has been made, the student enters a special needs course and progresses at his/her own rate until he/she reaches the special needs criteria of achievement.

Three bus routes pick up students daily from nearby communities. If students need financial assistance to attend the institute, they may choose to (1) enter a work-study arrangement provided they are twenty-one or older, (2) enter a Youth Employment Training Program (YETP) if between ages sixteen and twenty-one, or (3) apply for a Basic Educational Opportunity Grant. Vocational rehabilitation services are also available to assist those students who are physically disabled or medically impaired enough to constitute a vocational handicap.

Because the Briarwood Institute is state supported, it is extremely important to the staff to place students in occupational roles upon graduation. The institute is not a substitute high school; however, it does admit high school seniors with the approval of the institute director, county school principal, and the director of the career development center.

Program Initiation

The director of the Briarwood Vocational-Technical Institute attended a statewide directors' meeting and heard a presentation made by the state PAGE 2 facilitator. Since the Briarwood Institute was involved in a self-study in preparation for an accreditation team visit, the director was interested in the PAGE 2 process and what it could do to assist in program improvement and expansion. The director contacted the PAGE 2 facilitator and arrangements were made for a workshop to be conducted as an inservice for the entire Briarwood Institute staff. It is common practice at the institute for the whole staff to attend inservice days. The director designated the counselor as the person

responsible for the arrangements and organization of the inservice. PAGE 2 was slated as an orientation day (inservice) prior to the start of the fall semester. Approximately three weeks elapsed between the time the workshop was scheduled and the actual workshop itself. Since the workshop was an orientation day, it was held on the first day back for teachers after their vacation. Nineteen people attended the eight-hour session: the staff of fourteen, which included the director, assistant director, and counselor; three community persons; and two students.

Since all staff members attended, all areas of the curriculum were represented. Among those attending from the community were a former school board member, an electric company executive, and a homemaker. Two student participants represented the nursing and auto mechanic curriculums. Community and student participants gave freely of their time to attend after learning of the workshop from the director of the institute.

Briarwood was the only case study site that included student participants. Although students are not one of the PAGE 2 suggested workshop groups, Briarwood felt it was important to include them in the process. It was the students' first opportunity to plan with teachers. However, this did not seem to inhibit them and they felt free to comment and actively participate. One student stated: "It was very nice to be able to participate, to be able to see what the teachers wanted for the school."

Planning Session

In light of the self-study being conducted, the state PAGE 2 facilitator determined that Module I of the materials, "Planning a Career Guidance Program," would be of most assistance in meeting the goals of program improvement and expansion. Because the institute staff represented various areas of expertise in business and industry, as well as education, it was helpful for participants to see how their individual roles corresponded with the total organization of the school and its goals for education.

Following PAGE 2 workshop procedures (see page 4) Briarwood participants identified their top three career guidance goals. Those identified by the entire group in order of priority are shown in Table 2.

There was total agreement among the four groups on the rating of the goals ranked first and third, but considerable variance among the groups on the second ranked goal, "Develop a positive self concept." One group gave this goal a rating of two points and another gave it a rating of five points. It would be interesting to know the composition of groups two and three which might account for the variance in the ratings.

The participants felt that their present programs were currently meeting these three goals in an acceptable manner but that more importance needed to be attached to them. The two career guidance goals identified as needing more work in program efforts were (1) development of decision-making skills, and (2) appreciation of parental role in career development.

The institute administrators indicated they are looking at the composite results of the workshop to indicate the top three major areas of concern and the areas in which the staff showed least concern. They plan to review the organization of present programs and see if more emphasis can be placed on the high priority and high need goals. It was felt that the workshop forced some of the staff to take a look at their individual curriculums and teaching techniques to see how they could include the high priority goals in their instruction.

Overall the participants enjoyed the workshop. The PAGE 2 process was new to most of the participants. At times some individuals felt threatened by the writing activities. Group participation was appreciated since those with degrees provided the education point

TABLE 2

Briarwood's Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]				Total Points	Population Variance[2]
		Group 1	Group 2	Group 3	Group 4		
1	Acquire effective "interpersonal skills"	5	5	5	5	20	.00
2	Develop a positive "self concept"	3	5	2	3	13	1.58
3	Understand and appreciate the "discipline of work"	3	3	3	3	12	.00

[1] Scale: 0 to 5 points; 5 is the highest value.

[2] The estimated population variance is a useful tool for indicating the degree of agreement or disagreement among the groups as to goal score ratings. (The lower the estimated population variance, the greater the degree of agreement among groups. Total agreement is indicated by a variance of .00. The higher the estimated population variance, the greater the disagreement among groups, as indicated by 1.58 for goal two.) A statistical formula for calculating estimated population variance is $\frac{N(\Sigma X^2) - (\Sigma X)^2}{N(N-1)}$.

N = number of groups rating a goal
Σ = sum of the following
X = a group's goal rating

of view while those who had worked in business and industry provided the much needed world of work viewpoint. It provided industry with an overview of educational philosophy and helped educators assess what they should be doing to prepare their students for the world of work which is the goal of the Briarwood Institute.

Several of the instructors with industry backgrounds indicated that the PAGE 2 materials gave them an idea of how they can become more clear and precise in instruction. One person commented: "The workshop was good for all of us. The discussion answered some questions we were too embarassed to ask. We talked about the experience for several weeks and felt it was very enlightening."

Program Continuance

Because the Briarwood Institute is state supported the staff is extremely interested in placing its students in occupational roles upon program completion. This requires that the staff must work together to meet this goal and:

> The PAGE 2 process helped everyone recognize the "big picture" of the total program and how efforts of each individual help to accomplish the goals of the Institute.
>
> After observing the positive reaction of his staff to Module I of the PAGE 2 materials, the director expressed enthusiasm for scheduling another inservice session to apply program planning strategies to the specific area of job placement.

Many of the instructors have the skill and expertise needed for business and industry, but limited experience in educational methods and techniques.

The PAGE 2 materials and instructional techniques helped the instructors by providing ideas for organizing curriculum content and ways of presenting their programs to students.

The PAGE 2 materials helped the instructors understand career guidance goals and the importance of incorporating them into their teaching.

After the PAGE 2 workshop, one of the participants conducted a county workshop for health educators. Being impressed with the organization of the PAGE 2 materials, she used the same techniques and procedures in conducting her workshop.

PAGE 2 provides a planning model that can be adapted to meet the needs of a variety of groups or organizations.

As stated before, since the institute goal is to prepare students for the world of work, it is important to know the personal qualities business and industry look for in the individuals they hire. The feeling that more community people should be involved with school activities such as the workshop was expressed by one community member who commented:

"If schools wanted to, they could involve more community members for the betterment of the schools."

Because the Briarwood Institute was involved in a self study in preparation for a visit from the accreditation team,

The PAGE 2 process was successful in helping the staff identify their priorities and determine how well they were meeting their goals.

Presently the counselor has the major responsibility for guidance. The PAGE 2 workshop materials emphasize the importance of a team effort in implementing a career guidance program. The participants saw the value of this approach in the workshop activities. They have identified their priorities and the administration has indicated a review of present programs is in order to perhaps reorganize content and place more emphasis on the high priority goals. To date, however, nothing has been done. One participant stated:

"The workshop really isn't any good until the plans are implemented. I would like to see a systematic plan for career guidance. We all need to be concerned with providing career information, assessing career interests, and providing technical information pertaining to occupations within our field."

. . . . . .

Briarwood now has a starting point for they have assessed their needs and determined their priorities. It now becomes a matter of taking the preliminary plan, developing it further, and putting it into practice. The staff is willing. Five months after the workshop the staff was also ready to move ahead in the specific area of job placement. Confidence was expressed by the administrators that the staff could now take the program planning techniques and strategies of PAGE 2 and apply them to the development of an

effective job placement program for their students. The inservice plans call for the use of the third module of PAGE 2 (Planning a Comprehensive Job Placement Program) as content for the initial inservice on this topic.

crystal grove

Site Description

Community

Crystal Grove Community Unit School District comprises an area of nineteen and one-half square miles and is located thirty miles from a major city. The school district draws students from all or part of four suburban communities.

Historically, Crystal Grove was characterized as a farming community, but with the migration from the city and the expansion of suburbia, the area surrounding Crystal Grove has experienced a rapid population growth.

Dedicated to the principle of providing a healthy and controlled community development, Crystal Grove displays a unique blend of the old and the new. The beautifully wooded area provides recreational facilities for its residents and for those of neighboring areas. Recreational programs meet the needs of the senior citizens as well as the youth of the community.

The industrial council of Crystal Grove has concentrated on attracting industry to the area to meet its goals of providing an economic base of meaningful jobs for area residents. However, many who reside in Crystal Grove continue to work in their previous positions in the city or surrounding suburbs.

Crystal Grove residents are proud of their community and schools. The school buildings are used as the center of activities for community affairs, with the board of education encouraging community involvement in school affairs. Community support of the schools is evident by the passage of referendums in 1970, 1975, and 1978 which allocated funds for the construction of new buildings and additions/improvements to those in existence.

Although the mean individual income in this middle to upper middle class community is $21,000, there are wide variations of incomes with migrant workers earning less than $7,000. There is evidence of building expansion in Crystal Grove with four new housing developments being approved in the past two years, new industries wishing to locate in the industrial park, final plans for a long awaited shopping center, and a new hospital to be completed this year.

School

The Crystal Grove student population continues to increase even though there has been a school enrollment decrease of 2,000 in the county. Since 1970, Crystal Grove Community Unit School District increased in student population from 2,388 to a current level of 3,232 kindergarten through twelfth grade students. An additional increase of 200 to 800 students is expected by 1980.

With population increase has come building expansion. Presently Crystal Grove Community Unit School District operates three elementary schools, one junior high school, one senior high school, and an administration center. Plans are underway for the building of a fourth elementary school.

Crystal Grove student teacher ratio is 19:1 with approximately 175 certified teachers and 80 non-certified support staff. Many Crystal Grove teachers live in the surrounding communities. Approximately $1,900 is expended annually per student in educational costs and the annual district budget is in excess of $5,000,000. The district owns and operates eighteen school buses and provides hot lunches in all schools. Presently, ninety-four students qualify for free lunches. Average daily attendance is reported to be 2,853.

Numerous postsecondary institutions are located within commuting distance of Crystal Grove. Approximately thirty-eight percent of the graduating class of 1978 chose to attend a four-year university. Twenty-three percent of the class chose community colleges. Two percent of the graduating class indicated they were attending trade schools. Thirty-two percent reported they were working. The remaining five percent were classified as not employed outside the home, unemployed, or address unknown.

In standardized testing, district students in grades kindergarten through twelve tend to score above national averages. High school students taking the American College Testing (ACT) examination and the Scholastic Aptitude Test (SAT) typically score at or above national norms.

Crystal Grove provides a comprehensive instructional program from kindergarten through grade twelve. Services are provided in reading, learning disabilities, speech correction, psychological evaluation, bilingual education, gifted child programs, and co-curricular music, sports, and club activities. A member of the county area vocational district, Crystal Grove presently sends forty-seven students (less than half of their quota) per year to the center for training. Tuition per student, paid by the district, is set at $750.

Crystal Grove is also affiliated with the special education district of their county. Approximately five percent of the total student population are considered to be special needs students with forty students enrolled in a special education class at the high school.

Located in a state that requires its school districts to submit a one and five-year plan for vocational and technical education, Crystal Grove currently receives $22,000 annual reimbursement for their vocational programs. The local school district has one cooperative work program.

Program Initiation

During mid May 1978, personnel from the regional career guidance center contacted the director of vocational education and guidance at Crystal Grove High School about the PAGE 2 materials. The appropriateness of the materials for planning comprehensive career guidance programs for a kindergarten through grade twelve district was discussed. One of the high school counselors with experience in career education and a strong interest in career guidance was recommended as the district contact person and possible workshop facilitator.

Although the director of guidance at Crystal Grove is officially designated as coordinator of career guidance, she and the recommended contact person share responsibility for coordination of career guidance and career education. There are no elementary

or junior high counselors in the district. Instructional responsibilities for career guidance and career education in the classroom rest with the individual teacher. All teachers furnish the director of guidance and vocational education with a description (listing) of the career education and career guidance activities used in their classrooms during the year. This information is then incorporated as part of the district's one and five-year plan for vocational and technical education.

Crystal Grove has always been a college-oriented school system and career education and career guidance have not been high priority items in the school program. As the curriculum director stated, "Our number one priority at the elementary level is basic skills." The majority of the teaching staff reflected this attitude. So, too, the board showed the same attitude in the statement, "The board is supportive of career guidance but not necessarily interested. Career guidance ranks somewhere in the middle of its priorities."

Most of the activity at the elementary level in career education and career guidance is an infusion approach and on an individual teacher basis with the use of resource persons in the classroom. Although it was indicated that an elementary career education resource center had existed on a revolving basis for each elementary school, the staff interviewed had no knowledge of such a resource center.

Career education at the junior high is viewed as an introductory program to vocational education. The major activity is a career day once a year.

In addition to sending a selected number of students to the area vocational center each semester for two and one-half hours a day, Crystal Grove also has vocational programs in the high school. Three counselors are employed by the school district, all at the secondary level. Seeing the need to deliver career guidance activities through the curriculum, the counselors had planned and organized a number of career guidance activities for the high school. Prior to the PAGE 2 workshop they had compiled the Community Resource Utilization for Career Education (CRUCE), a directory of businesses and individuals in the community that could serve as career resources. They had also written a staff development proposal which was submitted to the state department of vocational education for financial assistance. The proposal was funded at $2,000 to $3,000 with matching funds to be provided by the district. This proposal included voluntary bus tours to local businesses and industries, attendance at the state's vocational association conference, and released school time for career curriculum committee work. In addition, the counselors were working on a career guidance and career education plan for the district.

The high school counselor designated as the contact person attended a facilitators' training session for the PAGE 2 materials in late May and early June. She then took the initiative of gaining administrative support for the district-wide planning session. Support for the workshop was received from the district superintendent and the high school principal.

Prior to the summer vacation, all kindergarten through grade twelve teachers, counselors, administrators, district advisory committee members and CRUCE members received a letter from the counselor (contact person) explaining the details of the workshop and encouraging their participation.

The workshop was conducted during the third week in September on Thursday and Friday from 4:30 p.m. until 8:30 p.m. and on Saturday from 8:00 a.m. until 4:00 p.m. The time lag from May until September was due to: (1) the need for an individual in the district to become familiar with the materials; (2) the summer vacation period; and (3) the need to get school underway in the fall prior to the three-day session.

Enrollment was accepted on a first-come, first-served basis with twenty-eight persons participating and two or three persons turned away at the outset of the planning

session. For eleven it was their first inservice experience with career guidance. At the time of the PAGE 2 workshop five of the participants were enrolled in a career education techniques course being offered in the district by a nearby institution of higher education. Some participants had received prior credit in career education or career guidance. Others had attended career education and career guidance inservice on a non-credit basis.

Preliminary contacts indicated substantial administrative and community participation. However, of the administrators only the superintendent was present and only for a portion of the first session. Community participants declined when the sessions had to be scheduled during evening hours and on Saturday.

As an incentive for participation, all persons were afforded the opportunity to earn four semester hours of graduate credit through the state's major university. Those enrolling for credit were also required to attend sixteen hours of lecture-discussion offered on an extramural basis at the district high school. Tuition for the university course work was reimbursed by the district.

Individual workshop participant information collected provided insight as to the composition of the participants' background and experience. The average number of years of teaching experience for the planning session participants was ten years. The average number of years at their present school was seven years. Six or twenty-one percent of the participants were male, and twenty-two or seventy-nine percent were female.

Table 1 indicates the employment position of the workshop participants.

TABLE 1

Employment Position and Grade Level Responsibility of Crystal Grove Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	1	3.6
Counselors	1	3.6
Teachers		
Elementary (K-5)	10	35.6
Junior High (6-8)	7	25.0
Senior High (9-12)	7	25.0
Community Members	1	3.6
Parents	1	3.6
TOTALS	28	100.0

Planning Session

Although the superintendent attended part of the first session, he did not participate in ranking the goals for career guidance programs. Several teachers remarked that more participation by top administrators would have added importance to the workshop. They appreciated the active participation of the counselors.

Apparently the teachers' esteem for the counselors had not been tarnished by an inservice day held the previous spring that had literally "bombed." Although it was organized by the senior counselor to promote career education, this mandatory inservice day was considered a fiasco. The teachers "would rather have corrected papers" than listen to the speaker who added little to their understanding of career guidance in the classroom. In fact, the workshop drew so much teacher criticism that the administrators decided to eliminate mandatory staff development activities.

The counselors decided that the PAGE 2 modules, I (Planning a Career Guidance Program) and II (Implementation Approaches for a Curriculum-Based Career Guidance Program), would be most useful for the school district. It was perceived that school staff would benefit from the group involvement and human potential kinds of experiences offered in the PAGE 2 materials. Modules I and II would also help personnel understand systematic, articulated program development.

Following the pattern of a PAGE 2 workshop, the participants identified their three top priorities for Crystal Grove's career guidance program. (See page 4 for a discussion of goal rating procedures.) The goals which were identified as high priorities were then considered for further career guidance program planning during the workshop session. Table 2 displays the three top-ranked goals and their rating by the four participant groups.

TABLE 2

Crystal Grove's Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]				Total Points	Population Variance[2]
		Group 1	Group 2	Group 3	Group 4		
1	Develop a positive "self concept"	5	5	4	5	19	.25
2	Develop "decision-making skills"	4	4	5	4	17	.25
3	Develop "positive attitudes towards work"	3	3	3	5	14	1.00

[1] Scale: 0 to 5 points: 5 is the highest value.
[2] See population variance formula and explanation on page 23.

After ranking the goals, participants asked themselves, "How well is Crystal Grove meeting these goals?" They assessed the current status of the top priority goal, "Develop a positive self concept," as being acceptable but needing more emphasis in the schools. Their assessment of the second and third priority goals ranged from poor to fair, indicating that generally the efforts being made to achieve them are weak and that much more needs to be done by the school.

During the remainder of the workshop, major emphasis was placed upon developing a rationale for implementation of the high priority goals and the identification of implementation plans. The participants continued to work in their assigned groups. Only group one (which was lead by the high school counselor) was able to complete program planning sheets on the three identified goals. The other three groups generally identified a series of planning steps to achieve one of the goals but did not, either because of time or failure to understand planning techniques, continue to discuss responsibility, dates of accomplishment, cost, and outcomes in detail. Groups two, three, and four did not attempt to discuss implementation plans for their second and third priority goals.

When asked to plan "how" they would evaluate their career guidance program, participants did not appear to fully understand the concept of collecting data on each program component from a number of different sources using a variety of data-gathering techniques. It appeared that participants needed background information concerning evaluation methods and procedures prior to the evaluation matrix activity. Partial completions of the matrix by those attempting it focused heavily on instructional material evaluation.

The participants' reactions to the PAGE 2 workshop were very positive. The superintendent stated, "It was a most successful experience according to those who attended." He favored the voluntary participation and the intermingling of teachers from different buildings. The participants unanimously regarded the workshop as one of the best they had attended. They were pleased with the opportunity to communicate with people from other buildings. An elementary teacher remarked, "This was the first time I had talked with the business education teacher since our orientation day years ago." Several said they enjoyed the active participation, especially the puzzle activity at the beginning of the workshop. One teacher said, "From actually doing the goals sorting and writing plans, I came away knowing something about career guidance. I knew nothing beforehand." Another felt that the activities were "sensible--a pattern of work emerged." A third teacher said, "My attitude changed." Another was pleased to learn about the systems approach which he planned to incorporate in future committee meetings for "less wheel spinning."

Participants made no recommendations for improvements or changes in the PAGE 2 materials or procedures. One participant felt in the beginning that the vocabulary and terms used were somewhat confusing. All those interviewed stated that they would recommend the workshop to their colleagues and to other school districts as a valuable tool and enjoyable technique to learn how to plan a career guidance program.

Program Continuance

There are several general observations that can be made about the implementation of the career guidance program planning activities in the Crystal Grove Public Schools. The first relates to the interest that was generated by the PAGE 2 workshop and materials.

> Workshop participants expressed a genuine desire to "put into practice" what they learned in the workshop.

An excerpt from a memorandum sent to the superintendent by the Crystal Grove counselor who conducted the workshop indicates that steps have been taken to help assure that a career guidance plan is developed for the district. This memorandum appears on the following page.

The memorandum eventually led to the superintendent's approval to form a career guidance curriculum committee. He also agreed to award the committee members professional growth credits upon completion of satisfactory work.

> Teachers and counselors view academic and professional growth credits as important incentives for developing and implementing a comprehensive career guidance plan.

Crystal Grove School District

MEMORANDUM

TO: Superintendent

FROM: Guidance Counselor

SUBJECT: Career Guidance Curriculum Committee

Toward the end of the sessions there was a general concern regarding the outcome of the workshop. "What happens now?" "Is the workshop merely a mechanical exercise?" I assured the participants I would do my best to ensure productive results of our meeting. With that in mind, I recommend the following:

1. The creation of a career guidance curriculum committee to be headed by a member of the guidance staff. The committee would consist of members representing kindergarten through grade twelve, and all buildings. The membership would be limited in size to eight to ten people, and only those people completing the PAGE 2 workshop would be considered. Professional growth credits would be awarded per normal policies.

2. I anticipate the committee to last for more than one year. Initial tasks of the committee would be to select and/or create needs assessment tools, then conduct the assessment. Concurrently, a program evaluation could be taking place. These processes would probably take four to five months. The committee would then follow on according to the planning model. As a time line, if my estimates are correct, the end result would be a sequential K-12 career guidance program with student objectives and suggested activities to meet those objectives for each grade level K-5, and each department 6-12. The program would be operational for the 1980-81 school year.

I hope my recommendations are received favorably. The workshop has generated enthusiasm among faculty members toward career guidance. I trust we can direct energy down a worthwhile path. Please do not hesitate to request further information from me if needed.

Teachers and counselors who were interviewed were very candid in stating that the graduate credit offered for participating in the workshop was an enrollment incentive. Likewise, they want professional growth credits for additional committee work that must be done to develop a comprehensive district-wide plan. It was quite evident that, "No professional growth credit--no extra work done on developing a plan!" It seemed as though they were simply saying, "If the school board and administrators do not value this activity as worthy of professional growth credits (which are awarded for other types of committee work), then there is no reason for us to invest our time in such an effort." Accumulating professional growth credits motivates participation in such

activities because it raises salary scale levels. One teacher stated, "I would rather spend time working on a program for the district than take courses for graduate credit that may not be of benefit to my classes and the district."

The counselor's memorandum requesting the creation of a curriculum committee for career guidance emphasized that "professional growth credits would be awarded as per normal policies." The administrator in charge of coordinating professional growth activities did not, at first, view the committee work as worthy of receiving professional growth credits. However, this administrator did not attend the workshop and had made the statement that basic skills were currently a higher priority. The superintendent, who did attend a portion of the workshop, understood the intent of the PAGE 2 materials and viewed this committee work as something that would benefit the district. He agreed to award professional growth credits. Thus, a very important barrier was overcome.

As oftentimes happens:

> Workshop participants repeatedly voiced the belief that it is important for administrators to attend the PAGE 2 workshop.

"When they attend, they understand." This feeling regarding attendance of administrators at the workshop was a reoccurring expression. A quote from one teacher, although a bit awkwardly stated, further illustrates the point: "Faculty priorities have to agree with administration priorities in order to become priorities." Several indicated they would also like to have had school board members in attendance.

The junior high school teachers, in particular, expressed the notion that they wished their principal had attended the workshop. Perhaps this is a reflection of the fact that there are no junior high counselors and, hence, no organized program of career guidance services.

One shortcoming of the workshop was that:

> There was little community participation in the PAGE 2 workshop.

One of the intents of the PAGE 2 materials is to provide a means whereby community members and parents can contribute to setting career guidance goals for the district. This goal was not accomplished at the Crystal Grove workshop. Several factors may have contributed to the lack of community participation: (1) the workshop was held on Saturday and some community members were reluctant to give up part of a weekend; (2) they may also have felt uneasy about participating in a school-based workshop; (3) parent-teacher organizations are not very active in the school district; and (4) many residents commute daily to jobs outside the district.

There is evidence that:

> Career guidance will continue to be an important priority at Crystal Grove.

This generalization can be made because: (1) the superintendent has approved the establishment of a career guidance curriculum committee to carry out plans developed in the PAGE 2 workshop; (2) professional growth credits will be awarded for the committee work; (3) at least three small external grants (two related to sex fairness and career choices and one related to staff development for career guidance) have been received by counselors and teachers in the district; and (4) enthusiastic leadership on the part of the counselors is self-evident.

Points (3) and (4) need further elaboration. The receiving of the three grants cannot be attributed solely to PAGE 2. One proposal was in progress prior to the PAGE 2 workshop and two were written as a result of participating in another university career education course. However, two individuals who were recipients of grants indicated that PAGE 2 broadened and enhanced their understanding of career development in such a way that their efforts will include more than career information. Concepts related to decision making, coping behaviors, etc. will now be included in their classroom activities. In this respect, it can be said that:

> The PAGE 2 approach works with existing career guidance programs because it calls for school personnel to think of career guidance in a more comprehensive manner.

In this instance, there is something to be said for the fact that an "insider" conducted the workshop. An insider knows the system. An insider speaks the language, knows the community-held beliefs, attitudes, and behaviors. An insider is a familiar figure. And, perhaps, even more important, an insider remains in the system to lead planning efforts.

. . . . . .

In conclusion, four months after the PAGE 2 workshop was completed, the Crystal Grove School District was ready to select members of the career guidance curriculum committee. This committee will develop a district-wide plan for a comprehensive career guidance program. The wheels of momentum did not stop when the workshop was over. This district has concrete activities underway for developing a plan based on the planning skills acquired through using the Programmatic Approach to Guidance Excellence (PAGE 2) materials.

echo river

Site Description

Community

Covering more than twenty-one square miles, the community of Echo River is a rurban area serving as the transportation hub, distribution, and industrial center of its state. With a population of 46,883, it is the state's second largest city. The mean family income in the community is $8,866 with an income range of $5,500 to more than $100,000.

Echo River is bordered by national forests and mountains which offers area residents numerous year-round recreational activities such as skiing, camping, water sports, hunting, and fishing. Cultural activities are promoted through theatre productions, museum exhibits, and art gallery displays which focus on the heritage of the area.

Sugar beets, potatoes, and grain are the main agricultural crops. Within the city, over fifty industrial plants employ a labor force of more than 33,000 persons. These plants range from small installations to phosphate mining firms employing 1,500 persons or more. Historically, the railroad has been an important economic force for the area. The railroad continues to be a major employer of Echo River residents.

School

The Echo River School District includes a population of 58,017 persons and administers a kindergarten through grade twelve educational program. There are two high schools, four junior high schools, and sixteen elementary schools.

The twenty-two public schools serve a student enrollment of 12,132 with an average daily attendance of 11,646. A number of students from an area Indian reservation attend the Echo River schools. Per pupil expenditure is $978 and the average student-teacher ratio is 25:1. Nine hundred twenty students receive free lunches and 600 students qualify for reduced lunch fees.

Although no official follow-up data is available, it is estimated that thirty-five to forty percent of Echo River graduates attend postsecondary schools and that approximately twenty percent complete degrees.

One of the state's major universities is located in Echo River. With a student enrollment of 8,000, the institution offers bachelors, masters, and doctoral programs. The school of vocational and technical education within the university offers courses specifically tailored to meet the manpower needs of business and industry. Twenty-two certificate programs are offered through the vocational and technical school.

Table 1 depicts the distribution of students and staff in the Echo River schools:

TABLE 1

Distribution of Echo River Public School Students and Instructional Staff

Level	Number of Schools	Number of Students	Number of Teachers	Number of Counselors
Elementary K-6	16	6,807	285	0
Junior High 7-9	4	2,719	142	6.5
Senior High 10-12	2	2,524	126	6
Special Education	0	82	69	0
TOTALS	22	12,132	622	12.5

Total Enrollment: 12,132
Minority Enrollment: 904

Table 2 shows the number and percentage of minority students in each school grouping.

TABLE 2

Distribution of Minority Students in Echo River Schools (As of October 1978)

Minority Group	Grades K-6	Grades 7-9	Grades 10-12	Total	Percentage of Total Enrollment
Black American	48	22	29	99	.8
American Indian	195	107	67	369	3.0
Oriental	52	24	16	93	.8
Hispanic	208	88	47	343	2.8
TOTALS	503	242	159	904	7.4

Program Initiation

A commitment to career education in Echo River had been established through a number of ongoing efforts. A district-wide assessment in 1973 depicted career education as a high priority program for all students. This concept was endorsed by local civic leaders, organizations, business and industry leaders, and parents, as well as the educational community. As a result the Echo River public schools initiated two career education programs with the aid of state and federal funds.

Funds from a state career education grant provided the seed money to develop a career education program at the junior high school level. One junior high was involved in the initial project with funds being specifically used for: (1) inservice teacher training, (2) identification of career education goals appropriate for junior high school students, and (3) development of curriculum materials and activities which link

together the relationship between school and work. Spin-offs from state funds have resulted in the initial development of career education programs in each of the junior high schools.

Federal funds permitted the development in 1975 of an experience-based career education (EBCE) program for students in the senior high schools. This program has continued to progress to its present enrollment of sixty students.

When the state funding terminated in 1974, the district assumed responsibility for funding the continuance of the junior high school career education programs. District funds permitted the hiring of a district-wide coordinator of career and vocational education. In addition, career education building coordinators were employed for each of the four junior high schools. At the present time funding for career and vocational education is provided by $37,000 from district funds and $85,000 in state vocational education reimbursement.

As a follow-up of these efforts, an "outside" evaluation team conducted a study of the junior high career education program in 1978. One recommendation of this study was that a "comprehensive career education program (K-12) needs to be developed for the district." With the exception of some very minimal efforts at the elementary and senior high level, career education and career guidance in Echo River are available only to junior high school students and selected students in the EBCE program.

In response to the evaluation report the district obtained a $700 grant from the state department of education for the purpose of developing a five-year career education plan.

The facilitator for the state in which Echo River is located was a counselor educator at the local university. Having resided in Echo River for a number of years and having had several school district teachers and counselors in previous courses, he knew of the district's commitment to a comprehensive program of career guidance. He was also aware of their need for staff development.

The first contacts with the district regarding PAGE 2 were made with (1) the coordinator of career and vocational education, and (2) the director of secondary education. The coordinator of career and vocational education reviewed the materials and with the support of the director of secondary education advised the OPT facilitator of the district's interest in conducting a planning session.

Although the materials were first reviewed by district personnel in late April, the workshop was not held until the following October. This time lag was basically due to three factors: (1) the close of the school year was fast approaching in April, (2) the coordinator of career and vocational education was not on contract during the summer, and (3) time was needed in the fall to get school underway before scheduling an extended inservice.

The coordinator of career and vocational education became the contact person for the PAGE 2 workshop in Echo River. Working together the facilitator and the contact person chose Module I, Planning a Career Guidance Program, and Module II, Implementation Approaches for a Curriculum-Based Career Guidance Program, of the PAGE 2 materials as content for the workshop. One semester hour of credit was offered the participants through the local university for four, three-hour evening sessions. Each attendance center in the district received an announcement of the mid-October workshop.

After becoming familiar with the PAGE 2 planning approach, the coordinator of career and vocational education saw the workshop as an excellent means for identifying persons to serve on a planning advisory committee. This committee as conceptualized by the coordinator, would recommend, define, review, and interpret needs assessment information for implementation of the district's career education plan. Because the coordinator

believes strongly that to have an effective career education and career guidance program, "it is necessary to buy the whole concept," he also viewed the materials as a means of familiarizing prospective advisory committee members with career education and career guidance goals and with the concept of systematic planning for a comprehensive program.

With the prospect of an advisory committee in mind, individual letters were sent by the coordinator to staff whom he considered "key" to developing a comprehensive plan for the district. An effort was made to obtain persons representing each educational program level as well as the community. Community recruitment proved to be unsuccessful.

Other than the coordinator, there was a lack of administrative participation in the workshop. As administrators and school board composition have changed in recent years, administrative support for a comprehensive career education and career guidance program in Echo River has lessened. Although support has existed for awareness and exploration activities, the administration does not presently subscribe to the concept of vocational preparation being the school's responsibility. There is also a reluctance by the school board to endorse programs supported by outside funds. Their highest programmatic priority for the district is basic skills.

At the time the PAGE 2 workshop was held, thirteen persons accepted invitations for participation. The planning session participants had an average of nine years of teaching/counseling experience. They averaged five years in their present school setting. Four or thirty-one percent of the participants were male, and nine or sixty-nine percent were female. Table 3 provides a composite of the attendees.

TABLE 3

Employment Position and Grade Level Responsibility of Echo River Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	1	7.7
Counselors	5	38.5
Teachers		
Elementary (K-6)	2	15.4
Junior High (7-9)	1	7.7
Senior High (10-12)	4	30.7
TOTALS	13	100.0

Planning Session

It was perceived by the participants that the facilitator, although an "outsider" to the district, was genuinely interested in its program. As one individual stated, "He didn't just come in as a consultant and tell us what we needed. He went out and identified the materials and then brought them to us and helped us use them." This action by the facilitator coupled with a pre-workshop understanding by the participants of the objectives of the planning session fostered a positive attitude during the entire workshop. Prior working relationships of several participants with both the facilitator and the coordinator also did much to enhance a good atmosphere for learning during the sessions.

Some individuals had worked together previously on a building or grade level basis. For others, however, it was their first acquaintance with other staff in attendance.

Leadership roles during the workshop were assumed by the coordinator, three counselors, and the EBCE learning coordinator. At the outset of the planning session, personnel from the elementary school appeared to feel uncomfortable and deferred readily to the opinions and suggestions of the high school counselors. However, as the workshop progressed the group activities seemed to encourage more participation on the part of the elementary teachers.

Each individual was assigned to one of three small groups for the Module I activities including the rating of eighteen career guidance goals for priority planning by the district. (See page 4 for a discussion of the activity procedures for Module I.) Table 4 displays the top ranked goals, the rating by each group, and the total point value.

TABLE 4

Echo River's Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]			Total Points	Population Variance[2]
		Group 1	Group 2	Group 3		
1	Develop a positive "self concept"	5	5	5	15	.00
2	Develop "decision-making skills"	3	4	4	11	.33
3	Acquire a sense of "independence"	3	4	3	10	.33
	Acquire effective "interpersonal skills"	5	2	3	10	2.33

[1] Scale: 0 to 5 points; 5 is the highest value.
[2] See population variance formula and explanation on page 23.

Two goals tied for third highest with total point values of ten each. As indicated by the variances there was much more agreement, however, among the three groups on the importance to students in the district of "acquiring a sense of independence" than the importance of "acquiring effective interpersonal skills."

When asked to assess the effectiveness of Echo River's current programs in meeting the four priority goals, the average ratings of the total group indicated the following:

1. The district programs are doing an acceptable job of meeting student needs relative to "developing a positive self concept," and "acquiring effective interpersonal skills." However, more importance still needs to be given both goals.

2. District programs which would help students "acquire a sense of independence" and "develop decision making skills" are quite weak. There needs to be much more attention given to these goals.

It would seem that energies directed toward any or all of the identified goals would benefit the career guidance program of Echo River since none of the eighteen goals received a performance rating of higher than "fair."

The goal assigned the lowest rating by the total group was, "Appreciate parental role in career development." This goal was also identified by the group as the one being given the least attention in the district's program.

The development of rationale statements to the superintendent reflected the staff's concern for the four priority goals. The statements also called for a more systematic

career guidance program based upon needs assessment data. One staff member pointed out that, "A needs assessment has never been accomplished in this district as it relates to career development programs." Other statements expressed concern that programs must "help students realize that careers chosen fulfill economic needs and value preferences."

As an aid to program planning, each participant completed three program planning sheets, one for each priority goal. All planning sheets were prepared in considerable detail with a view toward assisting the coordinator of career and vocational education to clearly visualize roles and responsibilities in providing direction for the program. In addition to planning efforts for the goals identified in PAGE 2, the Echo River staff also identified "needs assessment" as an overriding concern for their program development.

The HO 13 sheet which appears on the next page outlines program planning steps for developing and conducting a needs assessment in Echo River. The plan includes activities that had been accomplished prior to the PAGE 2 planning session as well as those to be conducted after the workshop. The lack of parent and community participation in planning responsibilities for the needs assessment is a reflection of the absence of these persons in the planning workshop.

The organization and structured activities of the PAGE 2 materials appealed to those who attended the planning session. The fact that there was a flow to the activities and a "point" to what they were doing stimulated interest and enthusiasm. The EBCE learning coordinator stated that, "The PAGE 2 model provides a step by step process through which you learn by doing. It is not an exercise of just talking about such a process."

Most individuals would like to have had more administrators participate in the planning session. Several teachers expressed doubt that Echo River community members and parents would have felt comfortable participating in the planning activities. However, the coordinator of career and vocational education stated, "The priorities identified during the workshop were realistic but there is a critical need for school and community linkages--without such linkages, you do not have career education or career guidance."

For the Echo River program, participants felt they needed more time during the workshop for in depth thinking and interaction. Additional time spent on needs assessment and an opportunity to examine several such instruments would have been beneficial to their planning efforts.

Program Continuance

The PAGE 2 materials came to Echo River at an opportune time. The district was just becoming involved in planning for career development when the PAGE 2 workshop was conducted. Although the district classified many prior career education and career guidance activities as "successful," there was a belief on the part of the coordinator of career and vocational education that:

> A greater program impact results when systematic planning is employed and then counselors, teachers, and administrators work together to deliver on the identified needs.

Supporting this position was the district's long range career development goal: "To provide all students a comprehensive systematic process that will assist in facilitating an appropriate transition from school to the world of work. . . . . developmental in nature, designed to meet identifiable individual needs at each stage of development, and to . . . provide a good balance between the world of academics, development of a positive self-esteem, citizenship, social, and occupational preparation."

HO 13

Program Planning Sheet

GOAL: Needs Assessment for District-Wide Career Development Program

Steps to Achieve Goal	Who Is Responsible	Target Completion Date	Cost	Outcome
1. Obtain administrative permission to conduct assessment	Career ed. coordinator	August 15, 1978	-00-	Support for planning changes in career development program
2. Create assessment team	Career ed. coordinator	September 1, 1978	-00-	A vehicle to design, conduct and analyze data
3. Identify teams, overall goals, objectives and priorities	All team members	September 15, 1978	-00-	"Road map"
4. Identify who will participate in the needs assessment survey	All team members	September 25, 1978	-00-	Clientele list
5. Review existing tools	Sub-committee of team members	November 25, 1978	25.00	Awareness of a variety of tools
6. Sub-committee report back to entire committee	Sub-committee	November 30, 1978	-00-	Awareness of a variety of tools
7. Adopt, adapt or design appropriate tools to be used in community	All team members	December 30, 1978	100.00	Assessment tools to be used in surveys
8. Identify procedures for administering assessment tools	All team members	January 15, 1979	-00-	Administration plan
9. Disseminate information to all clientele on what, who and how	Sub-committee	January 30, 1979	25.00	Informed clientele
10. Administer assessment tool	All team members	March 1, 1979	100.00	Assessment of all clientele
11. Analyze data and write summary report	All team members and sub-committee	April 15, 1979	25.00	Final report
12. Evaluate process and procedures	All team members	May 15, 1979	-00-	Determine if objectives were reached

A proposal had been written for the development of a five-year career education and career guidance plan. A timetable had been established and the "next step" was the identification of an advisory committee which would assume a leadership role.

With an emphasis on the "team approach" to planning, PAGE 2 provided a natural process for the identification and selection of a program planning committee.

Thus, utilizing the suggested workshop participant mix of the PAGE 2 materials a district-wide advisory planning committee for career guidance was identified. Although

prior to PAGE 2 the high school counselors, in particular, did not view career education and career guidance as high priority programs,

> Involvement in the PAGE 2 planning process, stimulated interest and creative efforts on the part of staff members.

One high school counselor stated that, "The PAGE 2 sessions stimulated the staff's thinking and headed the district in a more positive direction in guidance." After the workshop experience, this person and a fellow counselor were eager to attend other inservice programs to further their knowledge of programmatic career guidance.

The feelings of cooperation and cohesiveness on the part of those who attended the PAGE 2 workshop was expressed many times. As mentioned previously, several of the participants had never worked together nor ever had a prior opportunity to work on a district-wide basis with other staff members. However, as the EBCE learning coordinator stated:

> "The PAGE 2 format of group activities and structured experience brings people together in an immediate working relationship which enables everyone to contribute."

The involvement of the participants in the goal prioritizing and subsequent implementation activities indicated that:

> The PAGE 2 materials provided direction for the district's career development efforts.

After the planning session, the planning committee began the development of needs assessment instruments. With leadership roles being assumed by the junior high career education building coordinators, the instruments were designed to obtain feedback from parents and teachers relative to their perceived priorities for the district's comprehensive career development program. The basis for the needs assessment instruments was the eighteen PAGE 2 career guidance goals.

The leadership provided by the coordinator of career and vocational education contributed significantly to the success of the PAGE 2 workshop in Echo River and to the subsequent progress in systematic planning for career guidance. This observation reinforces the following:

> Administrative participation and support in planning programs is crucial to the continued development and implementation of these efforts.

All of the participants were encouraged by the leadership of the coordinator and they recognized the need for more administrative involvement--particularly the building principals.

. . . . . .

Four months after the PAGE 2 workshop, the Echo River career guidance program showed signs of continued cooperative effort and progress. The district-wide needs assessment was underway and there was enthusiasm for the future of the program. Activity was, however, still confined to persons who participated in the initial workshop. For the comprehensive program to develop there needs to be more involvement by staff district-wide.

lindy hills

Site Description

Community

The Roxy theatre closed several years ago leaving the main street of Lindy Hills as typical of hundreds of rural towns in midwest America. The business establishment that has the most employees, the International Harvester Farm Implement Store, is located on Main Street. Two blocks west of the implement store is the Lindy Hills Lumber Yard which is the second largest business employer. However, the Lindy Hills School District employs more persons than any of the businesses in town.

The Lion's Club is the only active civic association in town. Ever since the annual fox chase was eliminated thirty-five years ago, a flea market which is sponsored once a year by the Lion's Club has become the most important community event.

Once or twice a day some of the local business people and farmers gather at Ruthie's Cafe to discuss Lindy Hills' news. The weekly newspaper also provides the citizens with an accounting of local news and happenings.

Hogs and cattle are the primary livestock raised on area farms. Soybeans and corn are the main field crops. Most of the farms are owned by single families. There is only one corporate farm in the Lindy Hills school district.

North of town is a state park and south of town is a state prison. Several miles south of the prison is a gasket and machine parts packing company and a pencil factory which provide additional employment opportunities for area residents.

The residents seem to feel secure in Lindy Hills, a lower-middle income community of 830 people. Many of the residents who go away to college prefer to come back home and teach, take over the family farm, or manage the family business.

School

Based upon 1970 census data, the population of the Lindy Hills school district is approximately 2,575. There are 570 students enrolled in the schools with an average daily attendance of 518. Two adjacent brick school buildings are comfortable, well maintained, and similar to thousands of others across the nation. One building houses facilities for the kindergarten through grade eight classes along with a cafeteria that serves students and faculty in both buildings. Twenty-one teachers are responsible for 396 elementary students.

The second building houses the senior high school with 174 students in grades nine through twelve. There are sixteen teachers, a counselor, and a librarian, with an average of twelve to thirteen students in a class. The superintendent and the two building principals comprise the administrative staff of the district.

Per pupil expenditure for the school district is $1,277. Eighty-six students, or fifteen percent of the district enrollment, receive free hot lunches.

Located within a fifty-mile radius of Lindy Hills are three state supported community colleges. The nearest university is approximately seventy miles away.

Interested in its graduates, follow-up studies are conducted on a one and five-year basis. Follow-up studies conducted in 1978 of the 1977 and 1973 graduating classes revealed the following information:

1. Twenty-five persons (sixty-eight percent) returned the one-year follow-up study questionnaire sent to 1977 graduates. Eight persons, or twenty-two percent of the graduating class, indicated they were enrolled in in-state postsecondary schools. Major areas of study included: psychology, child care, business management, and aviation technology. Fifteen persons, forty-one percent of the graduating class, listed employment in the following occupations: factory worker, carpenter, secretary, bookkeeper, surveyor's helper, babysitter, laborer, and welder. Salaries reported ranged from $300 to $1,100 with a mean salary of $565 per month. Two persons, five percent of the graduating class, were unemployed. No one reported serving in the military.

2. Twenty-two individuals in the class of 1973 (fifty-four percent) returned the questionnaire. Fifteen persons (thirty-seven percent) reported having attended postsecondary schools. Twelve of these individuals received degrees or certificates. Current employments reported by respondents included homemaker, secretary, factory worker, farmer, medical worker, salesperson, deputy court reporter, and truck driver. Monthly salaries ranged from $500 to $1250, with a mean salary of $970.

Program Initiation

The OPT project facilitator for the state contacted the director of the regional career guidance center early in May 1978 to lend assistance in conducting a PAGE 2 workshop. The director of the center then contacted the Lindy Hills high school principal to offer the district a subsidized workshop. The summer workshop was scheduled for mid July. The high school principal's wife, a substitute teacher, was assigned to serve as the local contact person. Approval was obtained and necessary arrangements were made with the superintendent. The contact person worked closely with the high school principal and guidance counselor. Both the principal and counselor were very enthusiastic since they had been collaborating on other career guidance projects and viewed the PAGE 2 workshop as relevant inservice for the teachers.

Most of the teachers in Lindy Hills expressed an interest in career-related inservice, perhaps as a result of their involvement in developing a curriculum-related career guidance course manual. The development of the manual was funded by a grant acquired by the high school principal. The mandatory nine-week career guidance course provides eighth grade students with initial experiences in exploring career options. The course content includes written activities, puzzles, and simulations to promote students' self awareness and career identity. Another proposal was being written for a mini-grant to fund the purchase of a slide-tape viewer and for the development of a slide-tape presentation about the careers of local people.

Supportive of the students' career development, the counselor surveys businesses and industries within fifty miles of Lindy Hills for job openings for graduating seniors. Recently, the school district also started sending students' vocational interest

inventories to the career guidance center for computerized printouts which, in turn, motivate students to consider career options and plans. The counselor requests available resource materials from the region's career guidance center, and works closely with the high school librarian to acquire career-related media.

Letters of invitation to attend the PAGE 2 workshop were issued by the contact person to all members of the Lindy Hills school staff. In addition, members of the staff from a nearby district were also invited. Knowing the residents of Lindy Hills, the contact person asked several community members to participate in the workshop. Eleven Lindy Hills' school staff members, four representatives from a nearby district, and four community members participated in the workshop which began at 9:00 a.m. on Tuesday morning and ended at 4:00 p.m. on Wednesday. Four semester hours of graduate credit were offered to those participants who were willing to attend drive-in seminars which were held several weeks after the workshop was completed. The only incentive offered to the community members was the intrinsic satisfaction received from offering their services to the schools.

As is often the case with school board and advisory committee membership, the community members participating in the workshop were more representative of the town's educationally-oriented and higher socio-economic population segments than of the general Lindy Hills population. One community member owned the local lumberyard, another owned a funeral home, one owned a supermarket, and one was a homemaker. All had worked with the schools on previous occasions. Two had been on the school board, all had served on the vocational education advisory committee, and one worked regularly with cooperative education students.

School personnel represented nearly every facet of the school. The eleven Lindy Hills participants consisted of the superintendent of schools, high school principal, librarian, counselor, four elementary teachers, an English teacher, a business education teacher, and a substitute teacher. Administrative support for the PAGE 2 efforts was indicated by the attendance and participation of the high school principal and the superintendent of schools.

The average number of years of teaching experience for the planning session participants was thirteen years. The average number of years at their present school was eight years. Ten (fifty percent) of the participants were male and ten (fifty percent) were female.

Table 1 provides information on the participant mix of the workshop.

Planning Session

The workshop was conducted by the facilitator with assistance from the local contact person. The facilitator was not known to most of the district staff. The contact person, as a substitute teacher, was neither an "insider" nor an "outsider" per se, but had some influence as the principal's wife. During the actual planning session the high school principal and the guidance counselor demonstrated significant leadership and enthusiasm which motivated the other workshop participants. The participation of the superintendent lent support to the district effort.

Several of the Lindy Hills teachers who participated had previously worked together in writing an eighth grade career course manual. These individuals seemed to be generally familiar with career guidance goals. The personnel from other districts and the Lindy Hills teachers who had not been previously involved in career guidance activities seemed somewhat confused by the unfamiliar career guidance terminology.

TABLE 1

Employment Position and Grade Level Responsibility of Lindy Hills Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	2	10
Counselors*	4	20
Teachers		
Elementary (K-6)	4	20
Junior High (7-8)	0	0
Senior High (9-12)	2	10
Post Secondary (13-14)**	1	5
Support Personnel	2	10
Community Members	3	15
Parents	2	10
TOTALS	20	100

* Includes three counselors representing a neighboring school district and a community college.
**Attended as a representative of a nearby community college.

The regional career guidance center director and the high school principal determined that Modules I, "Planning a Career Guidance Program," and II, "Implementation Approaches for a Curriculum-Based Career Guidance Program," seemed most appropriate for the Lindy Hills school district. The participants were divided into four groups: groups one, two, and three were composed of Lindy Hills' school staff and community members; group four was composed of persons representing several surrounding communities. (See page 4 for a discussion of goal rating procedures.) The top priority goals, ranked one, two, and three, emerged as follows:

TABLE 2

Lindy Hills' Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]				Total Points	Population Variance[2]
		Group 1	Group 2	Group 3	Group 4		
1	Develop a positive "self concept"	4	5	5	5	19	.25
2	Acquire effective "interpersonal skills"	5	4	4	4	17	.25
3	Develop "decision-making skills"	3	4	3	4	14	.33

[1] Scale: 0 to 5 points; 5 is the highest value.
[2] See population variance formula and explanation on page 23.

Participants next compared their top priorities with the existing situation in the Lindy Hills schools. They indicated that the schools were meeting the goal of "developing a positive self concept" fairly well, but that more could definitely be accomplished. They considered the second and third priority goals as being met a little better than the first one, but would recommend improvement.

In the groups' "I. M. Superintendent" letters, participants presented a rationale for focusing the district's career guidance efforts on the three goals in Table 2. The rationale presented by group one, similar to those written by other groups, is shown below:

GOAL 1:	**DEVELOP A POSITIVE SELF CONCEPT**
Indications of need	1. Poor decisions made concerning curricular selections 2. Students not working up to potential 3. Poor self concepts are resulting in behavioral problems 4. Low self-esteem
Steps to correct need	1. Knowledge of self (abilities, interests, aptitudes, limitations) 2. Individual and group counseling 3. Make student aware of individual goals 4. Worth of individual must be established 5. Role playing and group counseling
Results	1. Develop perception of oneself in terms of interests, abilities, values, and goals 2. Develop awareness of how others see you 3. Develop concept of ideal self
GOAL 2:	**ACQUIRE EFFECTIVE INTERPERSONAL SKILLS**
Indications of need	1. No respect for adult authority 2. No respect for peers 3. No respect for self
Steps to correct need	1. Increased group activities 2. Deeper understanding of the authority's role 3. A self evaluation
Results	1. Learn how to work in various types of groups 2. Learn how to get along with authority figures 3. Learn how to get along with peers 4. Learn effective skills for interacting with opposite sex and minority group members
GOAL 3:	**DEVELOP DECISION-MAKING SKILLS**
Indications of need	1. Inability to choose a career 2. Lack of interest in researching different careers
Steps to correct need	1. Make student aware of the many careers that are available
Results	1. Understand steps in decision-making process 2. Understand psychological aspects of decision-making 3. Understand that individuals make many career-related decisions 4. Learn to accept responsibility for one's decision
SUMMARY:	In order to achieve these goals, we feel that the teaching staff, K-12, should receive in-service training to become familiar with the goals of the career guidance program and that the teachers should develop activities which include these goals.

Although participants expressed enthusiasm for the PAGE 2 workshop, they have not organized any follow-up to the plans generated. The teachers viewed it as an interesting workshop that mainly served to reinforce what they were already doing in their classrooms.

The business teacher said, "I felt we were accomplishing what PAGE 2 was talking about," and added, "It made me more aware of how to approach different phases than before." An elementary teacher admitted she had previously thought career guidance was for high school students, but now felt that, "it should be done in elementary school too." The counselor felt it certainly raised the teachers' awareness of their opportunities to foster students' career development in relation to courses they teach. The principal stated, "There isn't any one workshop or activity that will suddenly change or commit faculty to an idea. We must keep working all the time."

Several teachers expressed doubt that the community members felt comfortable in the workshop. However, two of the three community representatives interviewed said they felt quite comfortable and involved. These two persons were enthusiastic about the workshop, enjoyed the activities, and were pleased with the plans they helped formulate. However, they didn't see any real prospects for operationalizing the plans, mainly because the school district has serious problems even financing the current program.

The participants all agreed they welcomed the opportunity to work with each other and this was especially true for the teachers from different buildings and the administrators. They made no suggestions on ways to improve the PAGE 2 workshop, but did reinforce the fact that administrators should attend because their understanding and support is needed for program implementation.

Program Continuance

It was difficult to determine the specific impact of the PAGE 2 workshop and materials because of the presence of other career education activities in the district. Some of the career guidance activities that are under way were in progress before the PAGE 2 workshop began. Several people, however, indicated that the workshop caused them to think of career guidance in a broader sense. One said, "I was on a plateau. It (PAGE 2) helped me clarify where I was going." Thus, indications were that:

> The PAGE 2 materials helped the staff members define what they were doing in career guidance and contributed to a broader understanding of career development.

The fact that four community members/parents participated in the workshop provided a fruitful area for making several observations. First it was evident that:

> School personnel underestimated the ability and readiness of community personnel to participate in the type of activity presented by the PAGE 2 materials.

Throughout the interview with school personnel there seemed to be an echoing strand of thought about the community personnel who participated in the workshop. As an example, the comments went something like this: "We're not sure the community people knew how to fit in. They are not used to this kind of activity."

The school personnel might have been surprised if they had heard the conversation that took place with the lumber yard owner. The first thing he said was, "I really liked that puzzle but I had done that before." He went on to say that every year he goes to his Readi-Mix meetings and they often have group activities similar to the missing square puzzle. It may well be that Readi-Mix dealers across the nation have a better inservice education program than teachers in the public schools. Educators need to be aware that methods and activities used in education are also used in the business world.

The lumber yard owner said he participated because he thought it was his civic responsibility to help the schools. He liked the workshop and had good feelings about his involvement. Before the interviewers left he purchased a copy of the history of Lindy Hills and insisted on giving it to the interviewers. One of the other two community members expressed a similar enthusiasm for the PAGE 2 workshop.

However, the school personnel were apparently right in their estimate about one of the community members. This one individual did not like the workshop and flatly told the interviewers so. He saw no sense in working within a group context to put career goals in priority order. He said that all the time he was in the workshop he kept thinking, "My time could be better spent in my store." During the conversation he said, "I am just not a joiner. They asked me to join the Lion's Club. When they started singing the tail waggers song, that was enough for me. I just never went back." Yet, this same person chairs the vocational education advisory committee for the Lindy Hills School District.

There was a difference in educational level among the community members. Therefore, a second observation was that:

> There needs to be much more research on which techniques and methodologies work best with different segments of the community.

It almost sounded like a record being played over and over again for the interviewers found evidence that teachers feel:

> Participation of administrators in PAGE 2 workshops is crucial to successful implementation of the PAGE 2 planning methodology.

Neither of the two Lindy Hills' administrators who attended the workshop appeared threatened by the fact that they were placed in a situation where there was much give and take on the part of teachers, administrators, and community members. Teachers did not always agree with the administrators. Neither did the community members. It could be that:

> The degree to which administrators see themselves as active group members rather than passive observers influences the general enthusiasm for the workshop.

Lindy Hills was "on the move," in terms of career guidance, before the PAGE 2 workshop. However, most of the activity was and still is at the senior high school level. In fact, elementary teachers still do not seem to fully understand their role in career guidance, and

> There is little evidence yet that a plan is emerging for the delivery of a comprehensive K-12 career guidance program.

The senior high school career guidance program is truly outstanding in terms of the limited resources that are available. High school students in Lindy Hills are receiving more career guidance services than many students across the nation. It is also at the senior high school level where career guidance activities are continuing to increase. Efforts now need to be directed toward the elementary and junior high school levels.

. . . . . .

In conclusion, six months after the PAGE 2 workshop was completed, the Lindy Hills career guidance program consists mainly of individual efforts. There is no evidence, yet, that a comprehensive kindergarten through grade twelve program will be designed and implemented. However, it must be stressed that secondary students in Lindy Hills are receiving outstanding career guidance services. The elementary and junior high school programs still need attention.

monroeville

55

Site Description

Community

Monroeville can best be characterized as a rural, midwestern community of about 4,500 residents. Although it lies just fifteen miles from a major metropolitan area, it is not suburban in character and this made it a distinctive case study.

Its population consists primarily of blue collar workers. Approximately sixty percent of the work force are employed in factories located on the west side of the nearby metropolitan area. Twenty to twenty-five percent of the work force work on small family-owned farms which surround the town. There are no corporate-owned farms in the school district. The remainder of the work force is employed by small business or service organizations.

Housing booms typically found in suburban areas have not happened in Monroeville. Furthermore, the growth of the metropolitan area seems to be moving northwest so it will be some time before the growth reaches the city limits of Monroeville.

Up and down the main street of town conversation centers around plans for driving to the nearby metropolitan city to attend the state university football game. Community members are very sports minded. Athletics seems to be the tie that binds the community to the school district. Several times in recent years the Monroeville football team has been divisional state champion. The football coach has never had a losing season and the booster club is very active.

Another way to characterize Monroeville is to say that it is in a holding pattern. About ten years ago the traffic was heavy on the major U. S. highway that went through town. Then a new interstate highway was constructed which by-passed Monroeville. When this happened, other things got by-passed too--including community financial support for the public schools.

School

Every year since 1970 the community has defeated the school levies which have been proposed. Recently the school board made a very unpopular decision by voting to curtail all extracurricular activities beginning next fall until a levy is passed. According to the athletic director, over sixty percent of the high school students and even more of the middle school students participate in a variety of extracurricular activities. As happens in many communities, citizens are often more upset by a cut in athletic programs than they are by a cut in the curriculum offerings.

A previous casualty of the decreasing funds was the school district's standardized testing program. The school board eliminated it several years ago, apparently without much publicity or protest from school personnel or parents. With no information about

students' achievement scores, ranking according to national norms, or career/education plans, placement and follow-up studies have been difficult. In fact, since there have been no school supported follow-up studies for several years, data regarding recent alumni is not available. The superintendent estimates that twenty-five to thirty percent of the graduates attend college, while another sixty percent take some postsecondary courses or vocational-technical training.

A large state university and several postsecondary schools are located within twenty miles of Monroeville. While some school personnel attend or have attended the university for post-baccalaureate work, they do not receive reimbursement from the school district. Consequently, very few teachers have completed courses related to career education or other recent innovations in education.

The school district's per pupil expenditure for the past fiscal year (1977-78) was $1,172. About 170 students receive free hot lunches, while another fifty pay a reduced price for their lunches.

The staff is composed of sixty-eight teachers, two half-time counselors, four building principals, a career education coordinator, and the superintendent. School buildings include a kindergarten building, two elementary schools, a middle school and a high school. Table 1 shows a breakdown of students and staff with the exception of the career education coordinator and superintendent.

TABLE 1

Distribution of Monroeville Public School Students and Instructional Staff

Level	Number of Students	Teachers	Number of Staff Counselors	Principals
Kindergarten	100	2	0	0
Elementary (1-6)	743	27	0	2
Middle School (7-8)	251	15	0	1
Senior High (9-12)	533	24	1 (½ + ½)	1
TOTALS	1,627	68	1	4

Beginning this year, the district is receiving state funding to develop a career education program. This funding is providing for inservice like the PAGE 2 planning workshops. Teachers are enthusiastic about the opportunity to expand their teaching to include more career related information and experiences. Their commitment is reinforced by the enthusiastic and energetic career education coordinator who has the wholehearted support of the superintendent and principals.

Program Initiation

The newly appointed career education coordinator welcomed having a PAGE 2 workshop to introduce career guidance concepts to the district personnel. The coordinator served as the local contact person and worked closely with the state facilitator. Since the career education program was new in the district, teachers had had little, if any, prior experience with career-related activities. Although they later realized that many of their current classroom activities were related to career guidance, they felt that the planning and ranking of goals were useful new concepts.

The contact person, with the full support of the superintendent, made all necessary arrangements to hold the workshop. The previous superintendent had given permission to hold the workshop and the current superintendent, who is new to the district, fully endorsed it. He participated in the workshop and had the four principals to do so as well.

The administrators and other participants pointed out that one reason the workshop was so well received was partially due to the enthusiasm and professional competence of both the contact person and the facilitator. The participants not only felt this workshop to be a worthwhile effort, they volunteered to conduct PAGE 2 workshops for the rest of the school personnel.

The guidance program has two part-time individuals or the equivalent of one counselor to serve the high school students. There are no guidance counselors for the middle or elementary schools. One of the part-time counselors also serves as the athletic director and football coach. The other part-time counselor is available several periods a day to help students schedule courses or deal with school problems. They have not had the time nor the resources to establish a comprehensive career guidance program.

Approximately four months elapsed between the time the workshop facilitator first agreed to conduct the workshop and the time she contacted the Monroeville school district. This was partially due to the fact that a new career education effort was being launched by the school district at the beginning of the 1978-79 school year. A new career education coordinator was hired and the facilitator felt that the coordinator would appreciate involvement in the PAGE 2 activities. The new coordinator did respond enthusiastically, recognizing that the staff needed to be involved in planning the new career education program. The coordinator felt that the PAGE 2 workshop would help her to become acquainted with the staff and to understand their viewpoints and career curriculum needs.

October 3 and 4 (Tuesday and Wednesday) were chosen as the dates for the workshop. Participants met from 8:30 a.m. until 3:00 p.m. on both days. Substitutes were employed so that teachers could attend. Those persons attending the workshop averaged thirteen years of total teaching experience and nine years in Monroeville. Fifty-seven percent of the participants were male and forty-three percent were female. Table 2 indicates the positions and grade level responsibilities of the workshop participants.

TABLE 2

Employment Position and Grade Level Responsibility of Monroeville Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	5	35.7
Counselors	1½*	10.7
Teachers		
Elementary (K-5)	0	00.0
Middle School (6-8)	3	21.4
Senior High (9-12)	3½*	25.0
Librarians	1	7.2
TOTALS	14	100.0

* One person was a biology instructor and part-time counselor.

Administrative support for PAGE 2 was extremely strong. After the first day of the workshop the superintendent decided that an inservice workshop which he had previously planned would be replaced by PAGE 2 workshops for all school personnel in the district. These were later held at each building and conducted by participants (usually the building principals) of the first PAGE 2 workshop. The "Program Continuance" section elaborates upon these subsequent workshops. One elementary principal who conducted a workshop for his building staff enthusiastically indicated that he would like to conduct future workshops in other school districts.

Planning Session

Although the contact person and superintendent were new to the district, they were energetic, enthusiastic, and highly capable leaders. The contact person assisted the facilitator in presenting Module I during the two-day workshop. Since there had been no previous career education program, Module I was deemed appropriate for determining career guidance goals and outlining plans for a comprehensive career guidance program.

Three goals as shown in Table 3 were rated equally high by the two groups:

TABLE 3

Monroeville's Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]		Total Points	Population Variance[2]
		Group 1	Group 2		
1	Develop "decision-making skills"	5	5	10	0.00
1	Develop a positive "self concept"	5	5	10	0.00
1	Develop "values clarification skills"	5	5	10	0.00

[1] Scale: 0 to 5 points; 5 is the highest value.
[2] See population variance formula and explanation on page 23.

The participants analyzed the current status of these goals and felt that while decision-making skills were fairly well developed in the current program, there was still room for improvement. They were even less satisfied with the status of the other two goals and recommended that they receive immediate attention.

In their group letters to the superintendent, the participants outlined plans to accomplish the three goals. While they rated the goals equally, the two groups proposed to concentrate upon goal fourteen, "Develop a positive self concept." One of the steps recommended to achieve this goal was an inservice workshop for the teachers about their own as well as the students' self concept.

The PAGE 2 workshop was received very well by the Monroeville participants. They agreed unanimously that the facilitator's sparkling delivery and the pacing of the activities added to the overall worth of the workshop. The puzzle activity was not used and they were somewhat unfamiliar with the language of the goal statements, but generally they were pleased with the workshop's format, contents, and results.

Participants liked working together with other staff members and felt every staff member in the district would benefit from participation in a PAGE 2 workshop. Participants recommended that:

1. All school personnel should take part in a subsequent PAGE 2 workshop.
2. PAGE 2 workshops should be held at each of the four buildings.
3. Groups should be formed by grade level at each building.
4. Workshop results should be used in planning the new career education program.

Program Continuance

Monroeville was a prime example of how the PAGE 2 materials can be used successfully in planning a career guidance program. An inservice education program has been built around the three priority items identified by school personnel. All school personnel in the district--including several cooks, secretaries, and custodians--have had an opportunity to participate in the PAGE 2 process. A major factor contributing to this success story was:

> Outstanding career guidance leadership remained in the district after the first PAGE 2 workshop was completed.

As the superintendent so aptly stated, "Once in a while in my life as a school administrator I see a truly outstanding educator. Our career education coordinator falls in that category." Teachers reinforced this statement by indicating the high quality services provided by the career education coordinator. The coordinator helped ensure that PAGE 2 workshops were conducted at each building after the first workshop was completed.

For this particular district school personnel voiced the opinion that,

> The initial workshop should be conducted by an outsider and participants should include all building administrators, district administrators, counselors, and teacher leaders from each building. Building level workshops should follow. should involve all personnel in the building, and should be led by "insiders" who attended the initial workshop.

This implementation process in Monroeville was effective because eight people who attended the first workshop were involved in conducting subsequent workshops. When these eight individuals led others through the process, they became advocates of the PAGE 2 process and career guidance. They formed a task force to carry out the goals recommended in the first and subsequent workshops.

The fact that inservice activity for the year has been planned around the three high priority PAGE 2 goals has helped teachers and counselors see that the PAGE 2 process can help them in their work. However, it is important to note that,

> Relationships between the PAGE 2 priorities and subsequent inservice activities must be made explicit.

Even though the top priority identified by the district was related to "development of a positive self concept" and a full day of inservice related to this concept was conducted, some teachers did not quickly grasp the relationship between the identification of goals and their inservice program. Maybe this is a general condition related to the fact that very little school time is devoted to long-range planning. Once the inservice day's activities began, however, teachers did understand the connection between their top priority goal and the inservice activities. The following is excerpted from the "Fact Sheet" which accompanied the inservice materials and was orally presented by the career education coordinator. Again, the superintendent spoke briefly to reinforce his support of the subsequent activities.

MONROEVILLE INSERVICE FACT SHEET

Background Information:	The agenda was based upon the results of the PAGE 2 (Programmatic Approach to Guidance Excellence) October district in-service meeting. The chart shows your top three goals by building. See Career Guidance Goal Statements Summary Sheet.
Purpose of In-Service:	To develop an awareness and an understanding of ourselves and how we relate to others (family, friends, staff members, students).
Goal:	To develop more tolerance toward each other and our students.
Career Education Program Goal:	To help students know himself/herself and develop a personal value system. Self awareness leads to self identity.
Definition of Self Awareness:	Helping individuals understand themselves. To become aware of their own interests, aspirations, aptitudes, abilities, and values.
Self Awareness — Primary:	Demonstrates an AWARENESS of his/her own feelings, interests, and skills.
Self Awareness — Intermediate:	Demonstrates an APPRECIATION of his/her own feelings, interests, skills, and values.
Self Awareness — Middle School:	Recognizes that his/her talents, values, interests, and limitations relate to career goals.
Self Awareness — High School:	Makes goal-oriented choices related to his/her career requirements and future employability skills.

The inservice activities included a two-hour film, "What You Are Is Where You Were When," which generated enthusiastic small-group discussions about values and how they affect interaction between teachers and students.

Monroeville serves as an example of a site where tax levies have been defeated resulting in program cutbacks including its testing program and yet it illustrates that:

> PAGE 2 materials can be helpful in districts where there are limited financial resources.

The principal investment is inservice time. The materials are intentionally designed in such a way that local personnel can serve as workshop facilitators. At a cost of eighty dollars, the PAGE 2 package of materials usually costs less than the cost for one day of consultant services. Furthermore, school districts in forty-two states where PAGE 2 packages are located in state departments of education may borrow them at no cost.

The career education coordinator indicated that the PAGE 2 materials probably saved their district money because:

PAGE 2 gave focus to a new career education program and, thus, school personnel saved time and money in establishing direction for their program.

There were other indicators that the PAGE 2 materials were well received in Monroeville. As mentioned earlier, one of the building principals and a teacher volunteered to assist with other PAGE 2 workshops that might be conducted in their state. The superintendent has agreed to answer questions that are directed to him by other school administrators. The career education coordinator and the superintendent have been invited to co-author an article on their PAGE 2 success story for a major educational periodical that reaches 60,000 readers.

Developers of the PAGE 2 materials feel that Monroeville is a model site to visit for school districts wanting to see how PAGE 2 can be used to improve career guidance practices. Administrators, teachers, and counselors in Monroeville have a success experience to tell and they credit much of their current program to the PAGE 2 materials.

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In conclusion, four months after the PAGE 2 workshop was completed, Monroeville School District personnel conducted four additional PAGE 2 workshops so that all school personnel have been a part of the PAGE 2 planning process. They held an inservice day which focused on the number one priority identified through the workshop and they are actively implementing a comprehensive career guidance program. This is an exemplary site where PAGE 2 materials have truly made a difference in the quality and quantity of career guidance services.

summit heights

Site Description

Community

Summit Heights is the state capital and the largest metropolitan area in the state. It serves as a major regional center for areas of three states and is the center for national and international operation of major business and industries that headquarter in the city.

Because Summit Heights is the state capital and county seat, government is the major employer. The present economy is largely based on retail and wholesale trade, employment in government, service industries, and manufacturing. All of these, with the exception of government, are, in turn, partly dependent on the agricultural and forest resources of the surrounding area.

Summit Heights is a friendly community where there is an accent on leisurely living. The community identifies its distinctive quality as "diversity--the best combination between work and play."

At the present time, more than 145,000 people with a mean income of $14,000 live in the immediate metropolitan area. Located on a major interstate highway, the community and surrounding area are experiencing rapid and steady growth. It has been identified as one of the country's most active housing markets. The mix of industry and recreation draws people to the area. Major attractions include parks, recreational areas, skiing, horse racing and pari mutuel wagering, museums, and colorful gardens. Cultural growth is marked by community support for libraries, art galleries, theater, and a philharmonic orchestra.

School

As Summit Heights has grown and the population shifted, school needs have changed. Programs have demanded the use of extra space in older schools and many facilities in the suburban areas are overcrowded. Thirty elementary (kindergarten through sixth grade) schools, six junior high schools, and three senior high schools serve the district population of 20,476 public school students. One of the state's major universities is located in the city and serves in excess of 15,000 students. Summit Heights also has seven parochial schools, a Bible college, two business schools, and six trade schools.

Big and old characterizes the Summit Heights school district. In size it covers over 456 square miles. In numbers of students, it is twice as large as any other district in the state and ranks among the 250 largest in the nation. It operates under a charter granted by the territorial legislature.

Imprinted on all district stationery is the superintendent's creed, "What children learn and what they become depend largely upon how they feel about themselves." In the

district goals and objectives, the superintendent's philosophy is stated as ". . . child oriented. In all areas of instruction and school operation, the primary emphasis and concern should be, and is, upon the children, and their feelings about themselves. The decision making at all levels rests upon how boys and girls will be affected."

Per pupil expenditure is listed as $1,507 with 2,100 receiving free lunches. The average daily attendance is 20,610 students. There is a minority population of less than 170 students. During the past year, a 10% hold was placed on all expenditures so that no increase in school taxes resulted for local taxpayers. Through attrition, the total staff was decreased by 11 5/6 persons. Four positions affected were administrative and the remaining were secondary teachers where school population had diminished slightly.

As shown in Table 1, a staff of 987 teachers and forty-two counselors provides the instructional program for the Summit Heights students.

TABLE 1

Distribution of Summit Heights Public School Students and Instructional Staff

Level	Number of Schools	Class Size	Number of Students	Number of Teachers	Number of Counselors
Elementary K-6	29	K-1 20 2-3 24 4-6 28	9,810	479	12
Junior High 7-9	6	160 students per teacher per day	5,112	251	15
Senior High 10-12	3	160 students per teacher per day	5,554	257	15

Only two programs have recently shown an increase in student enrollment--career education and special education. The first has been in response to popular demand; the latter in response to a mandate by law to provide specialized help to all district students.

The Summit Heights board of education and school administrators are proud of the fact that their students consistently equal or exceed the national norms on standardized tests. While recognizing that such scores alone are not an accurate reflection of the quality of education or of staff competency, they state that the scores "serve as indicators and add an important dimension to an overall evaluation."

Career education and career guidance are not unfamiliar terms in the Summit Heights schools. The board of education took a stand on career education several years ago. It supported the concept and established a career education department. That department is housed in a separate facility and staffed by a career education principal, a full-time coordinator, and thirty teachers. In addition, there are career centers in each of the three high schools, high school vocational and cooperative education programs, junior high career education infusion materials, and a career education materials section within the district materials center.

With a $38,000, eighteen-month federal grant, Summit Heights developed materials for their elementary program. The project staff developed multi-media instructional packets on various occupations and purchased additional commercial materials. A pilot program

was developed to rotate the materials between the elementary schools. Approximately twenty percent of the teachers used the materials. However, when the board of education changed, subsequent budget revisions no longer allowed the rotation of materials. Thus, they are now housed in the district materials center. At the same time field trips, funded at $10,000 for the elementary schools, were also cut.

Three years ago, through local funding, workshops were held in the elementary schools. Six groups studied six different job areas. An "idea book" for elementary education as well as separate kindergarten through sixth grade career awareness guides were developed by individual teachers through the career education department. Presently the only elementary career education activity is a "world of work" day set aside in third and fifth grades for students to experience different occupations. The elementary program has been changed numerous times but no coordinated comprehensive program has yet been developed.

Through a $24,000 grant from the state department of vocational education, career exploration curriculum guides for social science, mathematics, French and Spanish, language arts, and science were developed. The grant allowed for the development, field testing, classroom evaluation, and revision of the activities. These materials are available to all seventh, eighth, and ninth grade teachers. At one time the junior high also had a separate career education class offered through the social studies curriculum as well as a career center. The career education coordinator reported that not much was going on at the junior high schools at present.

The career centers, at each of the high schools, are staffed with half-time counselors from the career education staff. The centers were originally funded at $35,000. Their aim is to involve all students in career planning, placement, and follow-up.

The school district employs a director of guidance to which all counselors other than the three career counselors report. The career counselors report to the career education coordinator. Even though the counselors support each other's programs, the career education funding affords additional materials for the career counselors. Thus, the responsibility for career counseling is left to those who serve in those positions.

In its seventh year, the career education budget is funded at $800,000. In addition to the aforementioned activities, these monies also support the separate career education facility of the district, some of the high school facilities, and the leasing of facilities for training programs from the community. There are presently about 960 high school students in the vocational education program with 800 attending the separate career education facility. Funds from the career education budget enable students to be bused from their home high school to the various career education facilities.

Faced with funding cutbacks as a result of recently enacted state legislation, the Summit Heights school district is now in the position of seeking a solution to a problem confronting many schools nationwide. Cutbacks are due to be implemented by January 1980 with a ten to thirty percent reduction in the Summit Heights school district budget next year and the following years. Administrators and teachers alike are holding their breath, not knowing how and to what extent they and their programs will be affected.

Program Initiation

Recognizing Summit Heights' history of innovative and successful programs, the OPT facilitator contacted the career education coordinator about the possibility of conducting a planning workshop in that district. Approval to host the workshop was obtained from the assistant superintendent. Although the state facilitator first contacted the coordinator of career education in May, the workshop was not scheduled until September due to the lack of a summer school program.

The coordinator became the local contact person and advertised the workshop by posting notices on all bulletin boards in the school buildings at the beginning of the fall semester. The workshop was scheduled for four three-hour sessions to be held on a Friday night and Saturday morning on two weekends. Modules I and II were presented during the twelve hours of instruction.

Participants were offered the opportunity to earn one semester hour of credit through one of the state's major universities. Credit was awarded only upon attendance and participation at each session. Fifteen persons indicated interest in participating in the inservice; ten persons actually attended the workshop. Planning session participants had an average of thirteen years teaching experience with an average of seven years in their present school. Seven participants (seventy percent) were female and three (thirty percent) were male. Table 2 provides information on the participant mix of the workshop.

TABLE 2

Employment Position and Grade Level Responsibility of Summit Heights Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators (10-12)	1	10
Counselors (7-9)	1	10
Counselors (10-12)	2	20
Teachers		
Elementary (K-6)	5	50
Junior High (7-9)	1	10
Senior High (10-12)	0	0
TOTALS	10	100

Although some contacts were made in an attempt to attract community and parent participation, the contact person was not successful in getting commitments for such participation.

Most of those who did attend had worked with the career education coordinator in the past and were influenced to sign up for the workshop because his name was on the notices posted in the schools. The influence was typified in the statement, "I knew it would be a good inservice experience if George was sponsoring it."

Planning Session

Several of the participants had been involved previously with workshops or courses related to career education or some phase of program planning. It became obvious during the planning session that some had worked together in the past as they seemed relaxed with one another and seemed to enjoy the workshop activities.

Leadership roles during the workshop were assumed by the three counselors and one of the elementary teachers. These individuals were most vocal and were considered by the others to be knowledgeable about career guidance in general.

During the course of the activities in Module I, the group was divided into two groups to consider priority ratings for eighteen goals of career guidance. (See page 4 for a discussion of goal rating procedures.) Table 3 displays the top-ranked goals and their rating by each group.

TABLE 3

Summit Heights' Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings[1]		Total Points	Population Variance[2]
		Group 1	Group 2		
1	Develop a "positive self concept"	5	5	10	.00
2	Acquire effective "interpersonal skills"	4	5	9	.50
3	Develop "decision-making skills"	3	5	8	2.00
	Develop skills to "cope with a changing work world"	4	4	8	.00

[1] Scale: 0 to 5 points; 5 is the highest value.
[2] See population variance formula and explanation on page 23.

Although a tie resulted in total point values for the third most important goal, there was much more agreement between the groups on the importance of "skills to cope with a changing work world" than on the importance of "developing decision-making skills."

After completing the goal rating activity, each individual was asked to study the goals again. This time they were to rate each of the eighteen statements according to how well they felt their school's current programs were meeting each goal.

In determining what was already being done in the district, it was perceived by those participating that an above average effort was being made to meet the following three goals: (1) appreciate community role in career development; (2) develop career planning skills; and (3) develop a positive self concept.

Participants felt that more importance needed to be attached to the following three areas: (1) appreciate parental role in career guidance; (2) develop decision-making skills; and (3) develop awareness of preferred lifestyles.

Each individual then identified three goals around which to plan the district's career guidance program. On an individual basis they reacted to the I. M. Superintendent memorandum in the PAGE 2 materials. Although their rationale statements in response to the memorandum were hypothetical, it helped them express their feelings concerning the present program and changes they felt needed to be made. Participants willingly shared their statements orally with the total group. The following excerpts are reflective of the participants' concern for career guidance at Summit Heights:

> "More emphasis needs to be placed on district-wide inservice programs for career planning methods."

> "It is worthless to master insight into oneself without the means to apply this knowledge to the world around us. Programs must be provided which provide this newly armed student with the opportunity to explore

the world of work. An increased emphasis must also be placed on understanding the importance of curriculum to career planning. Career guidance must become the tool of each teacher. Students need the opportunity to sharpen their job seeking skills."

"Students need to be constantly reminded of the world of work for their emotional well being as well as the benefits it provides physically to sustain life."

". . . I do feel that career guidance is a continuous process and that all subjects and related events are significant in developing careers."

Much thought went into the individual development of the program planning sheets. This part of the planning program was completed as a take-home assignment. Considerable discussion took place during the session prior to the assignment of that lesson. The facilitator spent a great deal of time explaining the goals of the lesson and the anticipated outcomes. The thoroughness with which the planning sheets were completed indicate that the lesson was well understood and beneficial to the participants.

Each person attempted, through an articulated approach, to involve personnel from the various grade levels in the planning steps for each goal. Since much work had already been done in the district, attempts were made to use the existing parts whenever possible. Administrators, counselors, the vocational education director, and teacher representatives were high on the list of responsible persons to assure the development and implementation of the plans.

Even though many components of a career education program already existed in Summit Heights, the PAGE 2 workshop helped the participants see which parts of a kindergarten through grade twelve systematic approach to career guidance were already in place. There appeared to be some confusion as to what was happening in the district since the district guidance program and career education are separate entities in Summit Heights.

The participants liked the format of PAGE 2 because it didn't allow for idle time. However, some would have preferred more time for indepth discussion with some of the activities.

Two elementary participants indicated some uneasiness about working with secondary people. This was a new experience for them. One person stated that the high school counselors had a lot of good ideas and this made her feel that her input would be irrelevant to the district-wide plan. Another who had never worked on a district-wide basis felt the workshop should have been conducted on a building level.

Several persons in the workshop indicated they would have liked to have had more administrators involved. It was felt that if the administration more fully understood the scope and intent of a systematic career guidance program, they might not be so quick to cut funds.

Although some participants felt they did not understand the objectives prior to the workshop, they felt the sessions proved beneficial and were enjoyable. A positive factor was the opportunity to work with staff from other educational levels and to better understand what they are attempting to do with their students. One participant indicated that she had never before thought about education in such technical terms.

Most of the participants felt that a more widely-attended PAGE 2 workshop could draw the total district career guidance effort closer together.

Program Continuance

Administrator personality and skills are the keys to success for career education and career guidance in Summit Heights. Two individuals possess these vital ingredients and direct the course of the program--the career education principal and the career education coordinator. The coordinator has been with the program from the start working closely with the principal to meet the vocational needs of over 800 high school students. He also obtained the original career education grant to develop the elementary multimedia materials, worked with teachers to develop the curriculum, and helped establish the career centers. This highly organized individual works well with state department personnel, has established an excellent rapport with the community, writes well, and maintains a high level of respect among his colleagues.

Many parts of the career guidance program were already in place in Summit Heights prior to the PAGE 2 workshop. However, since it is a large district the coordinator recognized that:

> The PAGE 2 planning approach is a way to bring together people of various grade levels to help broaden their understanding of career guidance and appreciate the significance of every aspect of a K-adult program.

Although most of those who enrolled for the workshop had been involved with career education previously, the experience enabled them to gain a better understanding of career guidance as a comprehensive program. Thus, there was some reduction in the attitude, "We have a career education and career guidance department, so there is no need for us to be concerned with these activities."

In keeping with his administrative style, the coordinator participated in the workshop. His presence was recognized and appreciated by all who attended. Most importantly, however, as a participant he saw the PAGE 2 process as a way of helping to pull together the efforts of the career education staff. He also viewed it as an effective process for helping them realize how they and their programs fit into the total efforts of the department and the district. As a result,

> A second PAGE 2 workshop was held in Summit Heights by the coordinator for the career education department staff, many of whom were non-certified.

Realizing that many of his staff did not possess a background in curriculum development and program planning, he saw that:

> PAGE 2 is a process by which persons can be exposed to fairly sophisticated concepts through a series of nonthreatening group activities and structured experiences.

And--

> The PAGE 2 materials encourage flexibility of use to meet the program planning needs of a variety of groups.

Although several career education staff members were not familiar with the terminology of career guidance, the workshop provided needed inservice in educational program

planning. Individuals derived confidence in planning from the group activities. PAGE 2 also reinforced the idea that:

> Career guidance is not only the responsibility of the counselor. It is proper for teachers to get involved, and they, along with administrators, must take an active role if all students are to be served.

The first workshop offered by the state facilitator for OPT did not meet the suggested participant mix as outlined in the PAGE 2 staff development procedures. However, the success of the initial workshop was reflected in the effort of the career education coordinator in conducting the second planning session. Thus,

> The involvement of the administration is vital to the planning process if we expect the "next step" to be taken — whatever the appropriateness of that step may be for an individual district.

The second workshop appeared to be an appropriate "next step" for Summit Heights. However, there is no doubt that it would never have occurred unless the coordinator as an administrator had taken an active role in the initial session.

. . . . . .

In summary, Summit Heights, with a history of active program development and implementation in career guidance, used the PAGE 2 materials for a purpose other than establishing a comprehensive kindergarten through grade twelve career guidance program. As previously stated, the materials were used to expose school district personnel to the planning process as it affects all program and curriculum development and implementation. With practically all of the ongoing activity being conducted at the senior high school level and by the career education department, there is very little evidence that a coordinated comprehensive kindergarten through grade twelve career guidance program is emerging or even being considered a priority at this time.

Certainly the career education department's program is truly outstanding. High school students in Summit Heights probably have more career guidance and career program opportunities available to them than most students across the nation. Now the focus needs to be placed on the junior high and elementary levels. However, with serious funding cutbacks facing the district during the next few months, Summit Heights personnel are not making any commitments or predictions.

appendices

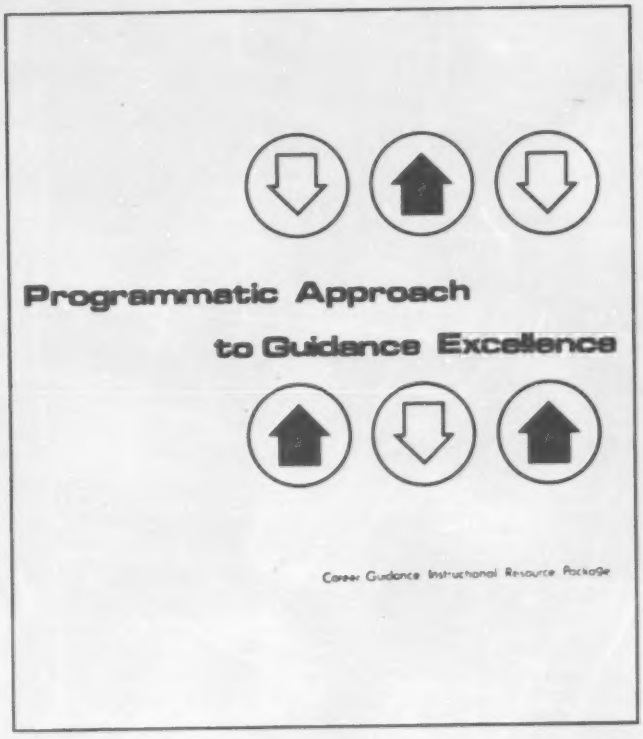
Appendix A
PAGE 2 Brief Facts

Brief Facts

PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE (PAGE 2)

OBJECTIVE

To guide the planning of comprehensive K-12 career guidance programs including curriculum-based guidance, counseling, placement, and follow-up. To provide inservice/preservice training materials/ resources. To assess needs, determine goals, select implementation activities, and evaluate outcomes.



TARGET USER(S)

Local, regional and state educational agencies personnel and planning com mittees which include community members and parents. Useful for pre-service education, for administration and counseling programs.

TARGET SETTING(S)

Education agencies (K-adult) and college counseling, administration, and teacher education courses.

DEVELOPER

Developed at Eastern Illinois University, 1976. (Revised Edition, 1978, developed at the University of Illinois.)

SPONSOR

U.S. Office of Education, Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, Part "C," Vocational Education Act of 1963.

DATE PUBLISHED

1976 (Revised Edition, 1978)

ORDERING INFORMATION

Materials available from:

Curriculum Publications Clearinghouse
Western Illinois University
76 B Horrabin Hall
Macomb, IL 61455

PRICE: $79.50 plus charges for postage and handling.

ABSTRACT

Designed as inservice and preservice training materials for planning a comprehensive career guidance program. Enables users to assess individual and institutional needs, determine goals, state objectives, select objectives, select appropriate implementation activities, and devise evaluation procedures. Based upon career development principles and intended to make best use of school and community resources. Focus is upon three aspects of a total career guidance program: program planning, curriculum-based guidance, and job placement. Planning procedures (using the planning boards, markers and goal statements to determine priorities) can be used by communities to plan other programs.

DEVELOPMENT

Developed by project staff at the Center for Educational Studies at Eastern Illinois University under the direction of Dr. Marla Peterson and Dr. Janet Treichel. Revised edition was developed at the University of Illinois under the direction of Dr. Treichel.

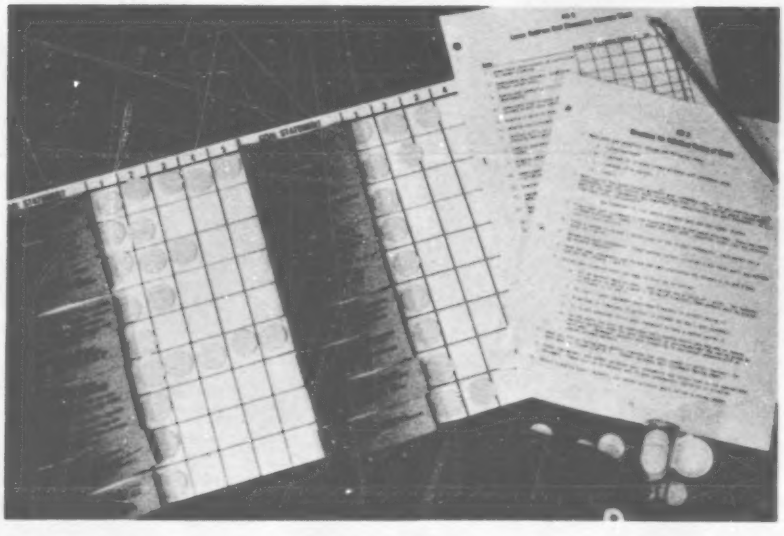
FIELD TESTS

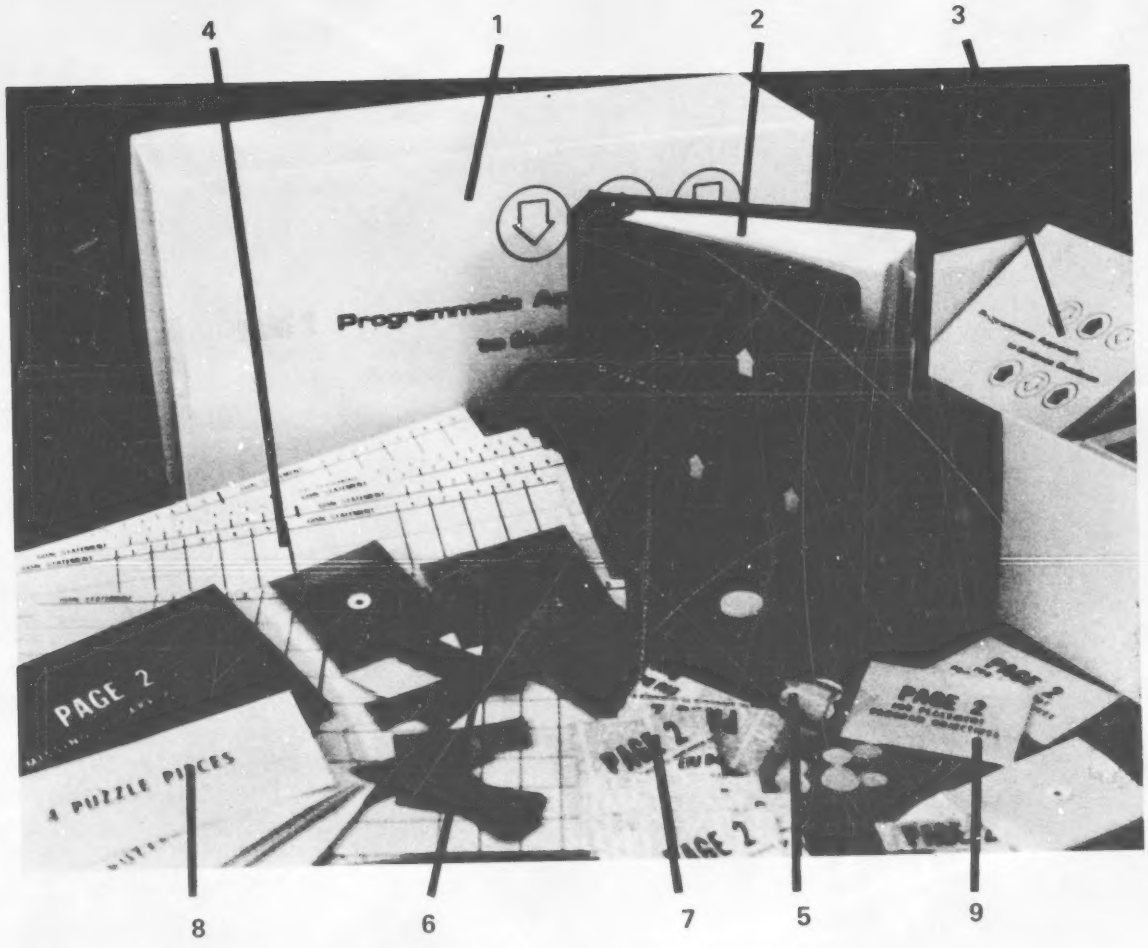
PAGE 2 materials were field tested in three five-day inservice programs in three Illinois school districts during 1976. (See bibliography for report.) Planning materials have been used to develop state plans in other program areas in Alaska and have been used by a number of committees and school systems to plan educational programs.

BIBLIOGRAPHY

Peterson, M. P.; Treichel, J. M.; Felstehausen, J. T.; and Wiessmann, S. B. *Programmatic Approach to Guidance Excellence (PAGE 2).* Final Report. Eastern Illinois University, Charleston, IL. 1977.

Planning boards, goal statement cards and markers are provided for use in ranking goals for career guidance programs. Handouts explain how to use planning boards and help summarize the ranking of goals.





The package consists of the items identified on the following page.

The Facilitator's Handbook is a guide and resource for the planning committee leader, inservice training leader, or course instructor. Tabs in the three-ring heavy-duty vinyl-covered binder divide the six sections explained below.

The first three sections, Modules I, II, III, include two or more self-contained lessons which incorporate a variety of activities. The activities include a missing square puzzle group activity and individual/group use of planning boards, goal statements, and markers. The lessons each have a basic format, including goals, time required, materials used (such as handouts, transparencies), procedures. Selected lessons include lecturettes which provide information about planning for career guidance, needs assessment, curriculum-based career guidance programs and job placement.

The complete package consists of the following items packed in (1) a study cardboard box:

No.	Quantity	Item and Description
2	1	*Facilitator's Handbook* (10-3/4" x 11-1/3" 3-ring heavy-duty binder) contains: • *Introduction.* Provides an overview and contents inventory of PAGE 2, explanations of lesson format, coding of materials, recommended time schedule, pre-workshop strategies, news release, and workshop registration forms. (31 pages) • *Evaluation.* Contains evaluation techniques to assess overall instructional effectiveness and attainment of lesson goals in PAGE 2. (16 pages) • *Module 1: Planning a Career Guidance Program.* Provides information and activities for understanding trends in career guidance, importance of planning, goals of a comprehensive career guidance system, relationship of goals and needs, needs assessment, designing a career guidance program, and evaluation of career guidance programs. (79 pages) • *Module 2: Implementation Approaches for a Curriculum-Based Career Guidance Program.* Provides information and activities for understanding basic approaches of implementation and their application to a school setting. (22 pages) • *Module 3: Establishing Objectives for a Comprehensive Job Placement Program.* Provides information and activities for understanding comprehensive job placement programs, objectives, scope of services, organizational patterns, and trends. Helps participants determine a plan of action to establish priorities and implement a job placement program. (38 pages) • *Masters.* Contains a camera-ready master copy of each evaluation instrument, each handout, and each transparency included in Modules 1-3. (61 pages)
3	1	*Technical Report.* Cites procedures and results of PAGE 2 field testing.
4	28	*Planning Boards.* Sturdy paper.
5	28	*Sets of Markers* (45) for planning boards.
6	28	*Sets of Career Guidance Goal Statements* (18).
7	28	*Sets of Career Guidance Goal Card Sort Decks.*
8	2	*Sets of Missing Square Puzzle Materials.*
9	7	*Sets of Job Placement Program Objectives* (18).

The package also includes an envelope of extra supplies, such as markers and blank cards.

Reprinted from Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives (an OPT project document).

Appendix B
Workshop Facilitation Procedures and Time Log

Workshop Facilitation Procedures and Time Log

Procedure to be followed by facilitator:		Workshop 1 _____ (Site)	Workshop 2 _____ (Site)	Workshop 3 _____ (Site)
		(Enter date each procedure is accomplished.)		
1. Select site.	*Keep Anecdotal Log*	_____	_____	_____
2. Select local contact person.		_____	_____	_____
3. Select date for workshop.		_____	_____	_____
4. Complete *"Notification of Workshop"* form. *(Send immediately to: Dr. Jan Treichel, Principal Investigator, OPT Project, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.)*		_____	_____	_____
5. Obtain authorization letter from school district. *(Send immediately to: Dr. Marlowe Slater, 345 Education Building, University of Illinois, Urbana, Illinois 61801.)*	*Keep Anecdotal Log*	_____	_____	_____
6. Furnish local contact person with 30 copies of workshop flyer.		_____	_____	_____
7. Send *"Demographic Data for District"* form to local contact person and inform local contact person of criteria for workshop participant mix.	*Keep Anecdotal Log*	_____	_____	_____
8. Receive list of workshop participants (names and addresses) from local contact person.		_____	_____	_____
9. Receive *"Demographic Data for District"* form from local contact person.		_____	_____	_____
10. Send *"Workshop Participant Information"* form to identified participants. *(Give participants a deadline date for return to either workshop facilitator or local contact person.)*	*Keep Anecdotal Log*	_____	_____	_____
11. Receive *"Workshop Participant Information"* form from participants.		_____	_____	_____
12. Double check date, time, place, and names of participants with local contact person.		_____	_____	_____

Procedure to be followed by facilitator:		Workshop 1 _____ (Site)	Workshop 2 _____ (Site)	Workshop 3 _____ (Site)
		(Enter date each procedure is accomplished.)		
13. Finalize local arrangements (appropriate rooms, equipment, etc.)	*Keep Anecdotal Log*	_____	_____	_____
14. Plan workshop activities. *("Introductory" section of Career Guidance Facilitator's Handbook will provide some additional information.)*		_____	_____	_____
15. Inventory Instructional Resource Package. *(See "Instructional Resource Package Inventory" form, page 25, Career Guidance Facilitator's Handbook.)*		_____	_____	_____
16. Make note of all materials and equipment needed for workshop and assure availability of such. *(See "Materials and Equipment Checklist," page 26, Career Guidance Facilitator's Handbook.)*	*Keep Anecdotal Log*	_____	_____	_____
17. Select handouts to be used in workshop and determine quantity needed. *(See "Handout Checklist," pages 27-28, Career Guidance Facilitator's Handbook.)*		_____	_____	_____
18. Prepare transparencies to be used in workshop.	*Keep Anecdotal Log*	_____	_____	_____
19. Check to see that all preparation is completed.		_____	_____	_____
20. Conduct workshop *(all workshops should be completed by September 30, 1978).* During the course of the workshop collect documents indicated on *"Handout Collection Sheet."*	*Keep Anecdotal Log*	_____	_____	_____
21. Have participants complete *"Workshop Evaluation"* form. *(EV 5, page 48, Career Guidance Facilitator's Handbook)*	*Keep Anecdotal Log*	_____	_____	_____
22. Mail *(certified mail--return receipt requested)* the following to: *Dr. Jan Treichel, Principal Investigator, OPT Project, 805 West Pennsylvania Avenue, Urbana, Illinois 61801* (no later than two (2) days after completion of workshop): a. *"Demographic Data for District"* form	*Keep Anecdotal Log*	_____	_____	_____

Procedure to be followed by facilitator:		Workshop 1 _____ (Site)	Workshop 2 _____ (Site)	Workshop 3 _____ (Site)
		(Enter date each procedure is accomplished.)		
b. *"Workshop Participant Information"* form (1 for each person in workshop)	*Keep Anecdotal Log*			
c. Handouts collected during each lesson (as per step 20). All handouts should be placed in folders and labeled with the following: *(1) Location of Site* *(2) Date of Workshop* *(3) Name of Facilitator*		_____	_____	_____
d. *"Workshop Evaluation" (EV 5)* forms (1 per participant)		_____	_____	_____
e. *Facilitator's Anecdotal Log* (from first contact with local district to conclusion of workshop		_____	_____	_____
23. Receive debriefing call from OPT Project personnel.	*Keep Anecdotal Log*	_____	_____	_____

Appendix C
Counselor Interview Form

Counselor Interview

Name _____

Site _____

Grade Level Responsibilities _____

Interviewer(s) _____

Date _____

Think back to the PAGE 2 workshop, the three areas of priorities that were determined, and the plans that were developed to implement those priorities. (May have to use HO 13 as a "refresher.")

1. Prior to the workshop, what previous career guidance efforts had you been involved in?

2. What were your reasons for participating in the PAGE 2 workshop?

3. Do you have direct responsibilities for any of the plans outlined during the workshop?

4. What have you done to implement plans outlined during the workshop? Are these the goals you identified in your plan?

5. To what extent are the priorities which were identified during the workshop being carried out?

6. Was the plan developed during the workshop realistic?

7. How have the planning activities varied from the original design?

8. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board?

9. Have there been any barriers to implementing the plan?

10. Are these temporary barriers that can be overcome?

11. Has your district made a decision on a systematic plan relative to implementation of career guidance/career education at the various levels (infusion, separate class, career resource center)?

12. Has the district approved a K-12 (7-9) plan for career guidance?

13. What resources do you have available to assist with program implementation (human or material)?

14. As you observe, are the various groups (administrators, community, teachers, parents) carrying out the responsibilities assigned to them in the program plan?

15. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed?

16. What is the attitude of your district and fellow counselors toward career guidance?

17. Has the workshop elevated the activities of the overall guidance program? In what ways?

18. What has been done to attach career guidance to the total guidance program?

19. What has been the involvement of guidance personnel who were not involved in the workshop toward carrying out the activities outlined in the proposed plan?

20. Do you know of any activities occurring as an outgrowth of the workshop in the elementary school(s)? Junior high school(s)? Senior high school(s)?

21. What was the general feeling of the workshop participants concerning the PAGE 2 planning approach?

22. What did you feel were the stronger features of the workshop?

23. How does this approach compare to other staff development workshops you have attended?

24. Were there any features of the workshop that you would like to see improved? If so, what are they and how might they be improved?

25. What did the PAGE 2 planning activity do for your local district? What one unique thing occurred as a result of this activity?

26. Would you recommend the PAGE 2 planning approach to another district? Even though you might not have had an opportunity to explore the Facilitator's Handbook containing all the workshop procedures, lessons, and handout masters, do you feel you could conduct a PAGE 2 workshop given the instructional materials? If not, what additional assistance would you need?